

Course Outline

PSYC 12H3S L2

The Psychology of Prejudice

Spring 2017

Course Meets: Mondays from 9–11am in SW 309

Instructor: Dr. Shona Tritt
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Webpage: <http://portal.utoronto.ca>
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Course Scope and Mission

Prejudice is an insidious and complex issue, which can prevent us from seeing people for who they are and is a significant cause of unfairness and inequality in societies, cross-culturally. In this course, we will investigate the role of culture, as well as the brain, in understanding the roots and effects of stereotyping and prejudice. The course will survey how stereotypes form and why they persist. We will address the evolutionary origins of stereotyping and prejudice, for example, as well as the neurobiological processes underlying it. We will as well address the pernicious affects of modern (implicit) types of racism and benevolent sexism upon targeted individuals. Finally, we will discuss how to best combat modern prejudice, given the constraints of the human brain.

Required Readings

1. Nelson, T. D. (2006). *The psychology of prejudice. Second Edition*. Boston, MA: Pearson. Available at bookstore and on amazon.ca.
2. Articles listed on syllabus. (which are available on google scholar)

The text book may be purchased through means most convenient for you (e.g., online or at the U of T book store).

Reading Material/Textbook(s)

Readings for the class come from primary journal or chapter sources. Readings for each week are provided at the end of the syllabus for each week. The University of Toronto has on-line access to the journals through the library. Scholar.google.com is another fast way of finding articles. For your convenience, I have provided links to quickly access each reading at the end of the syllabus for each week.

Course Webpage/ Blackboard

I will use Blackboard to communicate with you and so that you can each communicate with one another. The syllabus, lecture slides, and etc. will all be posted on blackboard. Blackboard is also the place you go to log-on to and participate in the discussion board. I recommend getting acquainted with Blackboard and checking it on a regular basis throughout the semester for announcements and messages. Also, please make sure to update your Blackboard account so that your correct email address is noted. You do not need to apply for Blackboard access. If you are registered, you will automatically see this class when you log-on. To access Blackboard, log onto <http://www.utoronto.ca/>, scroll to the bottom of the screen and click on the "Portal Login," on this next page, again, click on to the "Portal Login," and here enter your UTORid and password, and voila you have access!

Discussion Forum

Our class-size is too large to host an effective in-class discussion about the difficult (and sometimes personal) issues that we will be addressing in this course. I've therefore created a discussion forum on blackboard, which should give each of you an outlet to voice your opinions and which will help to foster communication between each of you. I will suggest discussion points and questions in class lectures, which I will then post on Blackboard for you to answer and discuss. Please feel free to post your own discussion points and questions – I would love to hear what you think about the lecture material and I'm sure that your classmates would too. You will not receive any marks for posting in the discussion forum on Blackboard. It is intended to help you to integrate and to think deeply about the course material, which should enhance your learning experience – and may also be intrinsically rewarding.

The forum should also be the first place you go when you have questions about course material. Please feel free to use this space as our virtual classroom. So, post clarification questions! These posts are valuable because they may echo many people's concerns. Remember, however, to respond to questions as well as this will enhance the classroom experience and create a self-sustaining internet community.

Some important points to consider when posting:

- Discussions of prejudice can generate strong feelings and I ask that you to always be respectful of others even when you disagree with them. This holds both for those who may express views that may appear prejudicial, and to those who react to them.
- Excellent posts go beyond the information in the book or readings by relating what is learned in this class to other classes, to authoritative sources found in other books or the internet.
- Many folks will post clarification questions. Although these posts are valuable because they may echo many people's concerns, having someone from the class respond to the question is even more valuable and creates a self-sustaining internet community.

Lectures

The lecture slides will be posted on the web site along with each class. The amount of overlap between lectures and required readings will vary across topics, so you should read the lecture slides and come to class regularly.

Email Policy

My policy is to respond to emails within 2 working days of receipt. I am available to all my students and encourage you all to visit me during office hours (Mondays 11:15am - 1:15pm) for help with the material, to for a casual chat about psychology or prejudice. However, given the size of the class and my already overflowing inbox, I would prefer if you would limit clarification emails by doing the following. If you have questions or concerns, always check the course syllabus and the FAQ page on Blackboard first. If you don't find your answer there, you could also try posting a question in the discussion forum on Blackboard. If that doesn't work, contact the course TA at carly.prusky@mail.utoronto.ca.

FAQ

Please note there is a lengthy FAQ document on Blackboard. This contains a collection of common questions I am asked by students. If you have a question that is not listed on the FAQ page, your TA or I will add it to the FAQ document.

Evaluation and Grades

Grades are a measure of the performance of a student in individual courses. Each student shall be judged on the basis of how well he or she has command of the course materials.

	Marks	Due Dates
1 st term test	30%	Jan 23
2 nd term test	30%	Feb 27
final exam	40%	TBA (exam period)

COURSE FORMAT AND EXPECTATIONS

1st term test (30%)

The first test is 2 hours and will take place in class on Jan. 23rd. The test is closed book and closed notes. It is intended to assess your understanding of course materials. The test will consist of 60 multiple choice questions designed to gauge your knowledge about the material presented in the lectures and in the required course readings.

2nd term test (30%)

The second test is 2 hours and will take place in class on Feb. 27th. It is not cumulative. It covers material discussed in class and covered in the readings and textbook from Jan. 30 – Feb. 13. The test is closed book and closed notes. The test will consist of 60 multiple choice questions designed to gauge your knowledge about the material presented in the lectures and in the required course readings.

3rd final exam (40%)

The 3rd test will take place in the final exam period. It will take two hours. It is not cumulative. It covers material discussed in class and covered in the readings and textbook from March 6 – March 27. The test is closed book and closed notes. The test will consist of 80 multiple choice questions designed to gauge your knowledge about the material presented in the lectures and in the required course readings.

Please Note: You must bring photo identification with you to each examination or you will not be permitted to write the examination

Missed Term Work due to Medical Illness or Emergency:

All students citing a documented reason for a missed term test must bring their documentation to the Undergraduate Course Coordinator, Ainsley Lawson, **within three (3) business days** of the term test. All documentation must be accompanied by the departmental [Request for Missed Term Work form](http://uoft.me/PSY-MTW) (<http://uoft.me/PSY-MTW>).

In the case of missed term work due to illness, only an **original copy** of the [official UTSC Verification of Illness Form](http://uoft.me/PSY-MED) (<http://uoft.me/PSY-MED>) will be accepted. Forms are to be completed in full, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration number and business stamp are required.

In the case of other emergency, a record of visitation to a hospital emergency room or copy of a death certificate may be considered.

Forms should be dropped off in SW427C between 9 AM - 4 PM, Monday through Friday.

Upon receipt of the documentation, you will receive an email response from the Course Instructor / Course Coordinator within three business days. The Course Instructor reserves the right to decide what accommodations (if any) will be made for the missed work.

Note that this policy applies only to missed term tests. Missed final exams are dealt with by the Registrar's Office (<http://www.utsc.utoronto.ca/registrar/missing-examination>).

Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

A make-up term-test will be held approximately two weeks following the date of the 2nd term-test (Feb 27). Students will be permitted to take the make-up test only if they were absent on the date of the mid-term exam due to a verified, documented, reason. Students will be notified about whether their documented reason for their absence has been accepted by the department shortly after their documentation has been submitted. Students who do not contact Ainsley Lawson within 3 business days of a term-test, who do not submit their documentation on time, whose documents are not accepted, or who do not appear for their make-up exam, will be given a grade of zero on the test that they missed.

Copyright in Instructional Settings:

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lectures, course notes/slides, or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Without consent, all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

Accessibility:

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Accessibility Services Office as soon as possible. I will work with you and Accessibility Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. The UTSC Accessibility Services staff (located in S302) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416) 287-7560 or ability@utsc.utoronto.ca.

Students working with the Accessibility office who require accommodations for the quizzes are asked to notify us by mid-January, in order to allow sufficient time to set up accommodations.

Academic Integrity:

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences on tests and exams include, but are not limited to:

- Using or possessing unauthorized aids.
- Looking at someone else's answers during an exam or test.
- Misrepresenting your identity.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see <http://www.utoronto.ca/academicintegrity/>).

UTSC Missed Final Examination Policy:

From the UTSC Registrar's Office: "Students are expected to write their final examinations at the end of their courses and are strongly discouraged from missing a final examination. Very occasionally, students encounter circumstances where it is impossible for them to write a final examination; for example, because of a serious illness or the death of a close family member. If you are ill or other circumstances absolutely prevent you from attending a final examination, you may petition (with supporting documentation) for permission to defer writing it until a later date. In most cases deferred exams will be written in the next final examination period or in the study break that immediately precedes it. However, students should be aware that deferred exams can be scheduled at any time during the following session."

Weekly Schedule

Sessi on	Date	Topic	Readings
1	Jan 2	Course overview: A brief history of the psychology of prejudice.	Read: Chapter 1 of the textbook.
2	Jan 9	Why do we stereotype and how is stereotyping maintained?	Read: Chapter 2 of the textbook.
3	Jan 16	Implicit vs. explicit and modern prejudice.	Read: Chapters 3 & 5 of the textbook.
4	Jan 23	In-class test.	
5	Jan 30	Individual differences in prejudice: Disgust, fear, power, and social dominance orientation.	Read: Chapter 4 of the textbook.
6	Feb 6	Dehumanization: How prejudice affects empathy.	<p>Read: Harris, L.T., & Fiske, S.T. (2011). Dehumanized Perception: A Psychological Means to Facilitate Atrocities, Torture, and Genocide?. <i>Z. Psychology</i>, 3, 175-181: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3915417/pdf/nihms-547993.pdf</p> <p>Read: Tendayi Viki, G., Osgood, D., & Phillips, S. (2013). Dehumanization and self-reported proclivity to torture prisoners of war. <i>Journal of Experimental Social Psychology</i>, 49, 325-328: https://kar.kent.ac.uk/35372/1/Viki,%20Osgood%20&%20Phillips%20-%20JESP%20-%20KAR.pdf</p>
7	Feb 13	The evolutionary underpinnings of prejudice & how stereotyping legitimizes social hierarchies.	<p>Read: Durante et al., (2012). Nations' income inequality predicts ambivalence in stereotype content: How societies mind the gap. <i>British Journal of Social Psychology</i>: https://dash.harvard.edu/bitstream/handle/1/9551327/cuddy,+durante,+fiske,+kervyn,+in+press,+BJSP.pdf?sequence=1</p> <p>Read: Schaller, M., Park, J.H., & Faulkner, J. (2003). Prehistoric dangers and contemporary prejudices. <i>European Review of Social Psychology</i>, 14, 105–137: http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.487.8290&rep=rep1&type=pdf</p>
	Feb 20	Reading week	
8	Feb 27	In-class test.	

9	March 6	The neuroscience of prejudice, and, how expectations affect visual processing.	<p>Read: Cunningham, W.A., & Van Bavel, J.J. (2009). A Neural Analysis of Intergroup Perception and Evaluation. In <i>Encyclopedia of Consciousness</i>. (pp. 379-388):</p> <p>http://www.psych.nyu.edu/vanbavel/lab/documents/Cunningham.VanBavel.2009.chapter.Intergroup%20evaluation.pdf</p> <p>Read: Gutsell, J.N., & Inzlicht, M. (2010). Empathy constrained: Prejudice predicts reduced mental simulation of actions during observation of outgroups. <i>Journal of Experimental Social Psychology</i>, 46, 841-845:</p> <p>https://static1.squarespace.com/static/550b09eae4b0147d03eda40d/t/5525fd2ae4b0e7fef53aedf9/1428553002892/empathy-constrained.pdf</p>
10	March 13	Stereotype-threat & experiencing prejudice.	Read: Chapter 6 of textbook.
11	March 20	Aversive racism & benevolent sexism.	<p>Read: Becker, J.C., & Wright, S.C. (2011). Yet Another Dark Side of Chivalry: Benevolent Sexism Undermines and Hostile Sexism Motivates Collective Action for Social Change. <i>Journal of Personality and Social Psychology</i>, 101, 62–77:</p> <p>https://www.researchgate.net/profile/Stephen_Wright6/publication/50224818_Yet_Another_Dark_Side_of_Chivalry_Benevolent_Sexism_Undermines_and_Hostile_Sexism_Motivates_Collective_Action_for_Social_Change/links/5495d28e0cf20f487d2f57f4.pdf</p> <p>Read: Glick, P. & Fiske, S.T. (1996). The ambivalent sexism inventory: Differentiating Hostile and Benevolent sexism. <i>Journal of Personality and Social Psychology</i>, 70, 491-512:</p> <p>http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.470.9865&rep=rep1&type=pdf</p> <p>Read: Pearson, A. R., Dovidio, J. F., & Gaertner, S. L. (2009). The nature of contemporary prejudice: Insights from aversive racism. <i>Social & Personality Psychology Compass</i>, 3, 1-25:</p> <p>http://research.pomona.edu/sci/files/2011/09/PDF1.pdf</p>
12	March 27	Is prejudice hardwired or plastic?: How can we reduce prejudice.	Read: Chapter 9 of textbook
Final Exam	TBA		