

Course Outline

PSYC 12H3F L01 & L60

The Psychology of Prejudice

Fall 2017

Course Meets: Mondays from 11–1pm in SW 143

Instructor: Dr. Shona Tritt
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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

Dovidio, J. F., Hewstone, M., Glick, P., & Esses, V. M. (Eds.) (2010). *Handbook of prejudice, stereotyping, and discrimination*. London: Sage.

- The textbook may be purchased through means most convenient for you (e.g., online or at the U of T book store).
- Required and suggested chapters for each week are indicated at the end of the syllabus.

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 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.

The discussion board 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. 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 (or watch it online) 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 9-11am) 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 TAs at nat.brown@mail.utoronto.ca and tahira.gulamani@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 TAs 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%	Oct. 2

2 nd term test	30%	Nov. 6
final exam	40%	TBA (exam period)
Bonus marks	3%	

COURSE FORMAT AND EXPECTATIONS

1st term test (30%)

The first test is 1 hour and 40 minutes and will take place in class on Oct. 2nd. 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 1 hour and 40 minutes and will take place in class on Nov. 6th. It is not cumulative. It covers material discussed in class and covered in the readings and textbook from Oct. 9th – Oct. 30th. 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 Nov. 13 – Dec. 4th. 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

Participation in online discussions (3% bonus marks)

You may receive up to 3 bonus marks, counting towards your final grade, for participating in our online discussion forum. You may receive credit for posting a response to a discussion question posted by me. You will receive up to 1 bonus mark for each posted response. The amount of bonus marks that you obtain will be based on the quality of your responses (i.e., exhibiting critical thinking). You may post to the discussion board as many times as you like.

Missed Term Work due to Medical Illness or Other Emergency:

All students citing a documented reason for missed term work must bring their documentation to the Psychology Course Coordinator in SW427C **within three (3) business days** of the assignment due date. You must bring the following:

- (1.) A completed [Request for Missed Term Work form](http://uoft.me/PSY-MTW) (<http://uoft.me/PSY-MTW>), and
- (2.) Appropriate documentation to verify your illness or emergency, as described below.

Appropriate Documentation:

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/UTSC-Verification-Of-Illness-Form) will be accepted (<http://uoft.me/UTSC-Verification-Of-Illness-Form>). 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 **medical emergency**, an original copy of the record of visitation to a hospital emergency room should be provided.
- In the case of a **death of a family member**, a copy of a death certificate should be provided.

- In the case of a **disability-related** concern, an email communication should be sent directly to the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca) from your Disability Consultant at AccessAbility Services, detailing the accommodations required. The Course Instructor should also be copied on this email.
- For U of T **Varsity athletic commitments**, an email communication should be sent directly to the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca) from a coach or varsity administrator, detailing the dates and nature of the commitment. The email should be sent **well in advance** of the missed work.

Documents covering the following situations are **NOT acceptable**: medical prescriptions, anything related to personal travel, weddings/personal/work commitments.

Procedure:

Submit your (1.) [request form](#) and (2.) [medical](#)/other documents in person **within 3 business days** of the missed test or assignment. Forms should be submitted to **SW427C between 9 AM - 4 PM**, Monday through Friday. If you are unable to meet this deadline for some reason, you must contact the Course Coordinator via email (psychology-undergraduate@utsc.utoronto.ca) within the three business day window. Exceptions to the documentation deadline will only be made under exceptional circumstances.

Within approximately one week, you will receive an email response from the Course Instructor / Course Coordinator detailing the accommodations to be made (if any). You are responsible for checking your official U of T email and Blackboard course announcements daily, as accommodations may be time-critical. The Course Instructor reserves the right to decide what accommodations (if any) will be made for the missed work.

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

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

A make-up term-test will be held approximately two weeks following the dates of the 1st and 2nd term-tests. Students will be permitted to take the make-up test only if they were absent on the dates of the term-tests 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.

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."

AccessAbility:

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 AccessAbility Services as soon as possible.

AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations [416-287-7560](tel:416-287-7560) or email ability@utsc.utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

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/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

On tests and exams:

- Using or possessing unauthorized aids;
- Looking at someone else's answers during an exam or test;
- Misrepresenting your identity; and
- When you knew or ought to have known you were doing it.

In academic work:

- Falsifying institutional documents or grades;
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes; and
- When you knew or ought to have known you were doing so.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

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.

Weekly Schedule

Session	Date	Topic	Readings
1	Sept. 11	Course overview: A brief history of the psychology of prejudice.	Read: Chapters 1 & 2 of the textbook.
2	Sept. 18	Why do we stereotype and how is stereotyping maintained?	Read: Chapter 7 of the textbook.
3	Sept. 25	Implicit & Modern forms of prejudice & the origins of prejudice.	Read: Chapters 3 & 11 of the textbook.
4	Oct. 2	In-class test.	The test will start promptly at 11:10am and end at 12:50pm.
5	Oct. 9	Reading week	
6	Oct. 16	Individual differences in prejudice: Disgust, fear, power, and social dominance orientation.	Read: Chapters 8 & 10 of the textbook.
7	Oct. 23	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>
	Oct. 30	The evolutionary underpinnings of prejudice & how stereotyping legitimizes social hierarchies.	<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> <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>

8	Nov. 6	In-class test.	The test will start promptly at 11:10am and end at 12:50pm.
9	Nov. 13	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	Nov. 20	Experiencing prejudice (including guest lecture)	Read: Chapters 17 & 24 of the textbook.
11	Nov. 27	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	Dec. 4	Is prejudice hardwired or plastic?: How can we reduce prejudice.	Read: Chapters 30 & 32 & 33 of the textbook.
Final Exam	TBA		The final exam will be 2-hours long.