

## Course Outline

### PSYC12H3F

The Psychology of Prejudice

Summer 2018

Course Meets: Web-option

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Instructor: Dr. Shona Tritt  
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Office Hours: Via Skype on Tuesdays from 3:30-5:30pm. My Skype name is shonatritt17. You can also send me an email if you would prefer to connect over the phone and I will give you a call during office hours.  
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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

I've 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 . 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 recorded class. The amount of overlap between lectures and required readings will vary across topics, so you should read the lecture slides and watch classes 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 my Skype (or phone if you prefer) office hours, which will be held on Tuesdays 3:30-5:30pm for help with the material, or 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 [tahira.gulamani@mail.utoronto.ca](mailto: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 <sup>st</sup> term test	30%	TBA
2 <sup>nd</sup> term test	30%	TBA
final exam	40%	TBA (exam period)

Bonus marks	3%	Your responses must be posted within 1-week of the discussion board question being posted in in order to receive bonus marks. Please note that this differs from what was said in the lecture recordings. When there is a discrepancy, the course syllabus contains the most up-to-date (correct) information.
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## **COURSE FORMAT AND EXPECTATIONS**

### **1<sup>st</sup> term test (30%)**

The first test is 1 hour and 40 minutes. It covers material discussed in lectures, lecture slides, and covered in the textbook chapters required for Lectures 1-4. 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.

### **2<sup>nd</sup> term test (30%)**

The second test is 1 hour and 40 minutes. It covers material discussed in lectures, lecture slides, and covered in the textbook chapters and readings required for Lectures 5-7. 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.

### **3<sup>rd</sup> final exam (40%)**

The 3<sup>rd</sup> test will take place in the final exam period. It will take two hours. It is not cumulative. It covers material discussed in lectures, lecture slides, and covered in the textbook chapters and readings required for Lectures 8-12. The test is closed book and closed notes. It is intended to assess your understanding of course materials. 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.

After a discussion question is posted, you will have 1-week to post a response in order to receive bonus marks. You may post responses after 1-week but you will not receive course credit for your response. **Please note that this differs from what was said in the lecture recordings. When there is a discrepancy, the course syllabus contains the most up-to-date (correct) information.**

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### **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>), and
- (2.) Appropriate documentation to verify your illness or emergency, as described below.

#### Appropriate Documentation:

For missed **TERM TESTS** due to ILLNESS:

- Submit an **original** copy of the official UTSC Verification of Illness Form (<http://uoft.me/UTSC-Verification-Of-Illness-Form>) or an **original** copy of the record of visitation to a hospital emergency room. 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.

For missed **ASSIGNMENTS** due to ILLNESS:

- Submit **both** (1.) a **hardcopy** of the Self-Declaration of Student Illness Form (<http://uoft.me/PSY-self-declare-form>), and (2.) the **web-based** departmental declaration form (<http://uoft.me/PSY-self-declare-web>).

For missed term tests or assignments in OTHER CIRCUMSTANCES:

- 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 from your Disability Consultant at AccessAbility Services should be sent directly to both the Course Coordinator ([psychology-undergraduate@utsc.utoronto.ca](mailto:psychology-undergraduate@utsc.utoronto.ca)) and your instructor, detailing the accommodations required.
- For U of T Varsity **athletic commitments**, an email from your coach or varsity administrator should be sent directly to the Course Coordinator ([psychology-undergraduate@utsc.utoronto.ca](mailto:psychology-undergraduate@utsc.utoronto.ca)), 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, personal travel, weddings, or personal/work commitments.

#### Procedure:

Submit your (1.) [request form](#) and (2.) [medical/self-declaration](#)/other documents in person **WITHIN 3 BUSINESS DAYS** of the missed term test or assignment.

**Submit to:** Course Coordinator, Room SW427C, Monday – Friday, 9 AM – 4 PM

If you are unable to meet this deadline for some reason, you must contact the Course Coordinator via email ([psychology-undergraduate@utsc.utoronto.ca](mailto: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/Quercus course announcements daily, as accommodations may be time-critical.

Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. **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 assignments and term tests. Missed final exams are handled by the Registrar's Office (<http://www.utsc.utoronto.ca/registrar/missing-examination>).

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Please review your syllabus to ensure there are no contradictions between your existing policies and the new centralized procedure (for example, some instructors have required students to bring medical notes with them to makeup exams – the new policy should replace this requirement).

### **References from Academic Handbook:**

Section V.1,

“Students who miss a term test for an acceptable reason should be offered a make - up test. For some courses it may be appropriate to allocate the value of the missed test to another test, or other piece(s) of term work, however, for A-level courses at UTSC, it is not permissible to transfer the value of a missed midterm to the final exam. Additionally, the practice of transferring the value of a missed midterm to the final exam in upper-level courses is discouraged.”

Section III.2,

“Student performance in an undergraduate course must be assessed over more than one assignment, and no single pieces of work (essay, test, examination, etc.) should have a value of more than 80% of the grade. Undergraduate field courses, independent study courses and project courses may be exempt from this requirement - in such courses, more than 80% of the final mark may be based on a thesis, a research essay or project, or an examination.”

“In any case in which the marking structure for a course is altered on an individual basis, the student in question must be given a written statement, signed by both student and instructor, which indicates the specific nature of the alteration or allocation in his case.”

Section III.3,

“You are not obliged to accept late work, except where there are legitimate, documented reasons beyond a student's control. In such cases, a late penalty is normally not appropriate. If you intend to accept and apply penalties for late submissions, you must state this clearly in your syllabus or course outline.”

### **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](mailto: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.

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## **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

Lecture #	Topic	Readings
1	<b>Course overview: A brief history of the psychology of prejudice.</b>	Read: Chapters 1 & 2 of the textbook.
2	<b>Why do we stereotype and how is stereotyping maintained?</b>	Read: Chapter 7 of the textbook.
3	<b>Implicit &amp; modern forms of prejudice &amp; the origins of prejudice.</b>	Read: Chapters 3 & 11 of the textbook.
4	<b>Term-test #1 review session</b>	I will go over the discussion questions that were posted online and I will ask follow-up discussion questions, which are further intended to help you to integrate the course material. I will also prepare some multiple-choice questions, which will be very similar to those that will be asked in the term-test, and I will go over them with you so that you will know what to expect on the term-test.
5	<b>Individual differences in prejudice: Disgust, fear, power, and social dominance orientation.</b>	Read: Chapters 8 & 10 of the textbook.
6	<b>Dehumanization: How prejudice affects empathy.</b>	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: <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3915417/pdf/nihms-547993.pdf">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3915417/pdf/nihms-547993.pdf</a>  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: <a href="https://journals-scholarsportal-info.myaccess.library.utoronto.ca/pdf/00221031/v49i0003/325_daspttpow.xml">https://journals-scholarsportal-info.myaccess.library.utoronto.ca/pdf/00221031/v49i0003/325_daspttpow.xml</a>
7	<b>The evolutionary underpinnings of prejudice &amp; how stereotyping legitimizes social hierarchies.</b>	Read: Schaller, M., Park, J.H., & Faulkner, J. (2003). Prehistoric dangers and contemporary prejudices. <i>European Review of Social Psychology</i> , 14, 105–137: <a href="http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.487.8290&amp;rep=rep1&amp;type=pdf">http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.487.8290&amp;rep=rep1&amp;type=pdf</a>  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> : <a href="https://dash.harvard.edu/bitstream/handle/1/9551327/cuddy,+durante,+fiske,+kervyn,+in+press,+BJSP.pdf?sequence=1">https://dash.harvard.edu/bitstream/handle/1/9551327/cuddy,+durante,+fiske,+kervyn,+in+press,+BJSP.pdf?sequence=1</a>

8	<b>The neuroscience of prejudice, and, how expectations affect visual processing.</b>	<p>Read: Cunningham, W.A., &amp; Van Bavel, J.J. (2009). A Neural Analysis of Intergroup Perception and Evaluation. In <i>Encyclopedia of Consciousness</i>. (pp. 379-388):</p> <p><a href="http://www.psych.nyu.edu/vanbavel/lab/documents/Cunningham.VanBavel.2009.chapter.Intergroup%20evaluation.pdf">http://www.psych.nyu.edu/vanbavel/lab/documents/Cunningham.VanBavel.2009.chapter.Intergroup%20evaluation.pdf</a></p> <p>Read: Gutsell, J.N., &amp; 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><a href="https://static1.squarespace.com/static/550b09eae4b0147d03eda40d/t/5525fd2ae4b0e7fef53aedf9/1428553002892/empathy-constrained.pdf">https://static1.squarespace.com/static/550b09eae4b0147d03eda40d/t/5525fd2ae4b0e7fef53aedf9/1428553002892/empathy-constrained.pdf</a></p>
9	<b>Aversive racism &amp; benevolent sexism.</b>	<p>Read: Becker, J.C., &amp; 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><a href="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">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</a></p> <p>Read: Glick, P. &amp; 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><a href="http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.470.9865&amp;rep=rep1&amp;type=pdf">http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.470.9865&amp;rep=rep1&amp;type=pdf</a></p> <p>Read: Pearson, A. R., Dovidio, J. F., &amp; Gaertner, S. L. (2009). The nature of contemporary prejudice: Insights from aversive racism. <i>Social &amp; Personality Psychology Compass</i>, 3, 1-25:</p> <p><a href="http://research.pomona.edu/sci/files/2011/09/PDF1.pdf">http://research.pomona.edu/sci/files/2011/09/PDF1.pdf</a></p>
10	<b>Experiencing prejudice</b>	Read: Chapters 17 & 24 of the textbook.
11	<b>Is prejudice hardwired or plastic?: How can we reduce prejudice.</b>	Read: Chapters 30 & 32 & 33 of the textbook.
12	<b>Final exam review session</b>	I will go over the discussion questions that were posted online and I will ask follow-up discussion questions, which are further intended to help you to integrate the course material. I will also discuss career prospects in the field of the psychology of prejudice.