

# PSYC12: Psychology of Prejudice Fall 2018

## Course

PSYC12: Psychology of Prejudice  
WebOption Online Lectures

## Instructor

Nick Hobson, PhD  
email: [nick.hobson@utoronto.ca](mailto:nick.hobson@utoronto.ca)  
Office: SY162  
Office hours: Mondays 1:30-3pm

## Teaching Assistants

Jordan Phelps  
email: [jordan.phelps@mail.utoronto.ca](mailto:jordan.phelps@mail.utoronto.ca)

Angela Smith  
email: [amoriahs@gmail.com](mailto:amoriahs@gmail.com)

## Course description, goals, and objectives

Prejudice is an insidious and complex issue, which often precludes individual judgments in place of group-based generalizations. It is a significant cause of unfairness and inequality in societies across the globe and is often the source of intractable conflicts between individuals and groups. As an individual and social based phenomenon, its questions (and answers) are deeply psychological in nature. This is where this course comes in.

In this course, we will investigate the role of mind, brain, behavior, and culture in understanding the causes and effects of stereotyping and prejudice. The course will survey how stereotypes form and why they persist. The focus will be on both proximal and distal causes of prejudice. Topics will address both the evolutionary origins of stereotyping/prejudice, and the neurobiological processes underlying them. We will also address the effects of modern types of racism and sexism and what these more implicit – or covert – manifestations of prejudice mean for targeted individuals living in contemporary society. Finally, we will discuss how to best combat modern prejudice with research evidence pointing to intervention-based strategies, while accounting for the limitations of our human psychology.

## Course Readings

*Textbook (suggested chapters assigned):*

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

*Required Readings:*

Additional empirical papers indicated in the course schedule/calendar

## **Email Policy**

My policy is to respond to emails within 2-3 days of receiving your message. Your first stop for content related questions and logistical clarification should be the course TAs ([jphelps@uwo.ca](mailto:jphelps@uwo.ca) and [amoriahs@gmail.com](mailto:amoriahs@gmail.com)). If you don't find your answer there, you can then send me an email. In order for me to sort through my inbox to quickly find your email, I ask that you please indicate in the subject line: "**PSYC12 question – ...**" followed by a short description of what your message entails.

## **Exams**

There will be 3 exams throughout the course. The first exam will cover the first part, the second exam will cover the second part, and the third exam (not cumulative) will cover the last part. In all midterms/exams, roughly half the questions will be from lecture and the other half from the required readings (text/supplemental papers).

The exams will contain only multiple choice questions (between 60-80), and each will be worth one-third of your final grade. Exams will be written outside of class time as both the in-class and WebOption sections will write together. The details for exam date/time/location will be released throughout the semester.

Make-up exams will only be given in cases of 1) illness and 2) emergencies. In these cases, the Department of Psychology's "Missed Term Work" policy must be followed (read below).

## **Academic Integrity**

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

**Scholastic Dishonesty:** Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data

analysis. In this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask me.

## AccessAbility

Academic accommodations are available for students with disabilities who are registered with AccessAbility Services (<http://www.utsc.utoronto.ca/~ability/>). Students who register and utilize the AccessAbility services will not be identified on their transcript as receiving accommodations. Information disclosed to the service is confidential and is disclosed only with the student's permission. Students in need of disability accommodations should schedule an appointment with me early in the semester to discuss appropriate accommodations for the course.

## 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>).

## Class schedule, dates, and assigned readings

Class	Date	Topic	Readings
1	Sept. 10	<b>Course overview and intro to psychology of prejudice.</b>	Chapters 1 & 2 of the textbook.
2	Sept. 17	<b>Why do we stereotype and how is stereotyping maintained?</b>	Chapter 7 of the textbook.
3	Sept. 24	<b>Implicit &amp; Modern forms of prejudice &amp; the origins of prejudice.</b>	Chapters 3 & 11 of the textbook.
4	Oct. 1	No class – Midterm 1 week	Details TBA
5	Oct. 8	<b>Reading week</b>	
6	Oct. 15	<b>Individual differences in prejudice: Disgust, fear, power, and social dominance orientation.</b>	Read: Chapters 8 & 10 of the textbook.

7	Oct. 22	<b>Dehumanization: How prejudice affects empathy.</b>	<p>Read: Harris, L.T., &amp; Fiske, S.T. (2011). Dehumanized Perception: A Psychological Means to Facilitate Atrocities, Torture, and Genocide?. <i>Z. Psychology</i>, 3, 175-181:</p> <p><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></p> <p>Read: Tendayi Viki, G., Osgood, D., &amp; Phillips, S. (2013). Dehumanization and self-reported proclivity to torture prisoners of war. <i>Journal of Experimental Social Psychology</i>, 49, 325-328:</p> <p><a href="https://kar.kent.ac.uk/35372/1/Viki,%20Osgood%20&amp;%20Phillips%20-%20JESP%20-%20KAR.pdf">https://kar.kent.ac.uk/35372/1/Viki,%20Osgood%20&amp;%20Phillips%20-%20JESP%20-%20KAR.pdf</a></p> <p>Read: Bloom, P. (2017). Empathy and its discontents. <i>Trends in Cognitive Sciences</i>, 21, 24-31.</p> <p>Posted on course site.</p>
8	Oct. 29	<b>The evolutionary underpinnings of prejudice &amp; how stereotyping legitimizes social hierarchies.</b>	<p>Read: Schaller, M., Park, J.H., &amp; Faulkner, J. (2003). Prehistoric dangers and contemporary prejudices. <i>European Review of Social Psychology</i>, 14, 105–137:</p> <p><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></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>:</p> <p><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></p>
9	Nov. 5	No class – Midterm 2 week	Details TBA
10	Nov. 12	<b>Under the surface: The neuroscience of prejudice and stereotyping</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> <p>Read: Hobson, N. H., &amp; Inzlicht, M. (2016). The mere presence of an outgroup member disrupts the brain's feedback monitoring system. <i>Social Cognitive Affective Neuroscience</i>, 11, 1698-1706.</p> <p><a href="https://static1.squarespace.com/static/550b09eae4b0147d03eda40d/t/586c54a0b8a79b5117931f2c/1483494576205/The-mere-presence-of-an-outgroup-member-disrupts-the-brain%E2%80%99s-feedback-monitoring-system.pdf">https://static1.squarespace.com/static/550b09eae4b0147d03eda40d/t/586c54a0b8a79b5117931f2c/1483494576205/The-mere-presence-of-an-outgroup-member-disrupts-the-brain%E2%80%99s-feedback-monitoring-system.pdf</a></p>
11	Nov. 19	<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>
12	Nov. 26	<b>Stereotype (in)accuracy</b>	Read: TBA
13	Dec. 3	<b>Is prejudice hardwired or plastic? Can it be changed?</b>	<p>Read: Chapters 30 &amp; 32 &amp; 33 of the textbook.</p> <p>Read: Park, B., &amp; Banchevsky S. (2018). Leveraging the social role of dad to change gender stereotypes of men. <i>Personality and Social Psychology Bulletin</i>, 44, 1380-1394.</p> <p>Posted on course site.</p>
Final Exam	TBA		The final exam will be 2-hours long.