

Course Outline

PSYC 12H3F L01 & L02

The Psychology of Prejudice

Fall 2019

Course Meets: L01 meets Wednesdays from 9am - 11am in IC220

L02 meets Wednesdays from 11am–1pm in MW170

Instructor: Dr. Shona Tritt
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Webpage: <http://portal.utoronto.ca>
Office Hours: Wednesdays, 11:15am – 12:45pm, office location: Room 123 of PO103
Mondays, 9-9:30am online/telephone office hours (please send me an email with a telephone number where you can be reached or Skype me at Shonatritt17 if you would like to chat)
Head Teaching Assistant: Thulasi Thiruchselvam;
thulasi.thiruchselvam@mail.utoronto.ca

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/ Quercus

I will use Quercus to communicate with you and to post course materials such as the course syllabus, lecture slides, and etc. Quercus is also the place you go to log-on to and participate in the discussion board. I recommend getting acquainted with Quercus and checking it on a regular basis throughout the semester for announcements and messages. You do not need to apply for Quercus access. If you are registered, you will automatically see this class when you log-on.

In-Class Discussion

I will supplement lecture material with in-class discussion about the difficult issues that we will be addressing in this course. This discussion is intended to give each of you an outlet to voice your opinions and 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. Please consider that discussions of prejudice can generate strong feelings and I ask that you 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.

Lectures

The lecture slides will be posted on Quercus 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 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 Quercus first. If you don't find your answer there, contact me or the course TAs.

FAQ

Please note there is a lengthy FAQ document on Quercus. 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	26%	Sept. 25 th , '19
2 nd term test	26%	Oct. 30 th , '19
final exam	38%	TBA (exam period)
Discussion board	10%	1-week after the discussion question has been posted.

COURSE FORMAT AND EXPECTATIONS

1st term test (26%)

The first test is 1 hour and 40 minutes and will take place during class-time. 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 (26%)

The second test is 1 hour and 40 minutes and will take place during class-time. It is not cumulative. It covers material discussed in class and covered in the readings and textbook from Oct. 2nd – Oct. 23rd. 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.

final exam (38%)

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. 6 – Nov. 27th. 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 (10%)

Following each lecture, I will post at least 1 discussion question on Quercus. You are expected to respond to at least 3 of these discussion questions over the course of the semester. Excellent posts go beyond the information in the lecture or readings by relating what is learned in this class to other classes, to authoritative sources found in other books, the internet, etc. Your responses will be graded. Your mark will be based upon your ability to: 1) show that you understand the course material that relates to the discussion question (35% of your mark), 2) write a clear, well-written, and well-structured response (35% of your mark), and 3) demonstrate critical thinking (30% of your mark). Your response should not exceed 500 words. If it is longer than 500 words, you will lose 1% of your mark for every additional word.

The final grade that you receive for your participation in the discussion board will be composed of the average of your 3 most highly graded entries. This means that you are only required to submit 3 discussion board entries but you are entitled to submit 4. If you submit 4 then I will include only your 3 best entries when calculating your final mark. You may submit more than 4 discussion board posts. However, once you have submitted 4, the rest will not count towards your final grade.

Please note the following:

- After a discussion question is posted, you will have only 1-week to post a response.
- Sometimes more than 1 discussion question will be posted. However, you may only respond to 1 question per week. Choose the question that interests you most.
- The course TAs and I will aim to grade all responses to discussion board posts within 2 weeks of responses being posted. If you do not receive a grade within 2 weeks after your response has been posted, please email a course TA to ensure that your response was not missed.
- Please ensure that your post has been successfully uploaded to Quercus. If you have any doubt or technical difficulties, please email me or a course TA your entry in order to prove that your entry was submitted on time. Late entries will not be graded.

Learning Outcomes

By the end of this course, students should be able to do the following:

1. Understand the history of the study of the psychology of prejudice.
2. Have a basic understanding of – and be able to critically analyze -- the major psychological and evolutionary theories of prejudice.
3. Understand the methods that are used in the scientific study of the psychology of prejudice.
4. Be about to express one's thoughts on the psychology of prejudice in writing.
5. Be able to respectfully and clearly communicate one's thoughts on the psychology of prejudice to others.

Term-Test Review/ Feedback on Discussion Board Entries:

You are welcome to request a term-test viewing to see which answers you got right/wrong on your term-tests. Please email the head course TA, Thulasi Thiruchselvam, at thulasi.thiruchselvam@mail.utoronto.ca to book an appointment with her. After doing so, you can feel free to visit me during office hours to discuss your performance on the test – I'm always happy to help you to strategize about how to improve your performance.

You are also welcome to visit me during office hours if you would like to obtain feedback on your

performance on the discussion board. I'm happy to read your entries to discuss them with you and to try to help you to improve your performance.

Missed Term Work due to Medical Illness or Other Emergency:

All students citing a documented reason for missed term work must submit their request for accommodations **within three (3) business days** of the deadline for the missed work.

Students must submit **BOTH** of the following:

- (1.) A completed **Request for Missed Term Work Accommodations 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 the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with an **original** copy of the official UTSC Verification of Illness Form (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.
- Note: If an end date of "ongoing" is specified, the medical note will be assumed to cover a period of two weeks. If no end date / an "unknown" end date is specified, the note will be assumed to cover a period of three business days (starting from illness start date.)

For missed **TERM TESTS** due to **ACCESSABILITY REASONS**:

- Meet with your **AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing the accommodations required.

For missed **ASSIGNMENTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with a **hardcopy** of the Self-Declaration of Student Illness Form (uoft.me/PSY-self-declare-form).

For missed **ASSIGNMENTS** due to **ACCESSABILITY REASONS**:

- If your desired accommodation is **within the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" and you need 3 days), submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>) and attach a copy of your letter. **Specify how many days extension you are requesting** on the request form.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" but you need more time than that) you will need to meet with your **AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing the accommodations required.

For missed term tests or assignments in **OTHER CIRCUMSTANCES**:

Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with:

- In the case of a **death of a family member or friend**, please provide a copy of a death certificate.
- For U of T varsity-level or professional **athletic commitments**, an email from your coach or varsity administrator should be sent directly to Keely Hicks (keely.hicks@utoronto.ca) **well in advance** of the missed work, detailing the dates and nature of the commitment.
- For **religious accommodations**, please email (keely.hicks@utoronto.ca) **well in advance** of the missed work.

- For circumstances **outside of these guidelines**, please email Keely (keely.hicks@utoronto.ca) on or before the date of the test / assignment deadline to describe your circumstances and ask what documentation would be appropriate

Documents covering the following situations are NOT acceptable: medical prescriptions, personal travel, weddings/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: Keely Hicks, Room SW420B, Monday – Friday, 9 AM – 4 PM. (Slide forms under door if out of office.)

After submitting your documentation, within approximately one to five business days, you will receive a response from your instructor detailing the accommodations to be made (if any).

You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time-critical.

You should continue to work on your assignments to the best of your ability, as extension accommodations may be as short as one business day, depending on the nature of the illness/emergency.

If an accommodation has been granted but you are unable to meet the conditions of the accommodation (ex. you need a longer extension, or you missed a make-up test), you will need to repeat the missed term work procedure and submit additional forms to request further accommodation. Note that in the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

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.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations.

(E.g.) If you miss a make-up midterm, you would need to submit another Request for Missed Term Work Accommodations form. If your original medical note / documentation included the date of the make-up midterm, then only the Request form is required. If the date of the make-up midterm fell outside of the dates indicated on your original medical note/other documentation, then a new medical note/other appropriate documentation must also be submitted.

Importance of Three Business Day window:

If you are unable to submit your documents in-person within the three business day window, **you must email Keely (keely.hicks@utoronto.ca) within the three business day window** to explain when you will be able to bring your documents in person. Exceptions to the documentation deadline will only be made under **exceptional circumstances**. Attach scans of your documentation, and be prepared to bring your documents to Keely in-person as soon as you are well. Late documents may not be accepted.

NOTE: Assignments due at end of term

Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, you would need to file a petition with the Registrar's Office (<https://www.utoronto.ca/registrar/term-work>).

NOTE: Final Exams

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

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@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

Lecture #	Date	Topic	Readings
1	Sept. 4	Course overview: A brief history of the psychology of prejudice.	Read: Chapters 1 & 2 of the textbook.
2	Sept. 11	Why do we stereotype and how is stereotyping maintained?	Read: Chapter 7 & 12 of the textbook.
3	Sept. 18	Implicit & Modern forms of prejudice & the origins of prejudice.	Read: Chapters 3 & 11 of the textbook.
	Sept. 25	Term-test #1	
4	Oct. 2	Individual differences in prejudice: Disgust, fear, power, and social dominance orientation.	Read: Chapters 8 & 10 of the textbook.
5	Oct. 9	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?. Z. Psychology, 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. Journal of Experimental Social Psychology, 49, 325-328: https://kar.kent.ac.uk/35372/1/Viki,%20Osgood%20&%20Phillips%20-%20JESP%20-%20KAR.pdf</p>
	Oct. 16	Reading week	
6	Oct. 23	The evolutionary underpinnings of prejudice & how stereotyping legitimizes social hierarchies.	<p>Read: Chapter 5 of the textbook.</p> <p>Read: Durante et al., (2012). Nations' income inequality predicts ambivalence in stereotype content: How societies mind the gap. British Journal of Social Psychology: https://dash.harvard.edu/bitstream/handle/1/9551327/cuddy,+durante,+fiske,+kervyn,+in+press,+BJSP.pdf?sequence=1</p>
	Oct. 30	Term-test #2	
7	Nov. 6	The neuroscience of prejudice, and, how expectations affect	<p>Read: Chapter 4 of the textbook.</p> <p>Read: Gutsell, J.N., & Inzlicht, M. (2010). Empathy constrained:</p>

		visual processing.	<p>Prejudice predicts reduced mental simulation of actions during observation of outgroups. Journal of Experimental Social Psychology, 46, 841-845:</p> <p>https://static1.squarespace.com/static/550b09eae4b0147d03eda40d/t/5525fd2ae4b0e7fef53aedef9/1428553002892/empathy-constrained.pdf</p>
8	Nov. 13	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. Journal of Personality and Social Psychology, 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. Journal of Personality and Social Psychology, 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. Social & Personality Psychology Compass, 3, 1-25:</p> <p>http://research.pomona.edu/sci/files/2011/09/PDF1.pdf</p>
9	Nov. 20	Experiencing prejudice	Read: Chapters 17 & 24 of the textbook.
10	Nov. 27	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.