

## Course Outline

### PSYC12H3F LEC01

The Psychology of Prejudice

Fall 2020

Course Meets: Lecture will be posted on Quercus every Tuesday at 9am (see schedule below)

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Instructor: Dr. Shona Tritt  
E-Mail: shona.tritt@mail.utoronto.ca  
Webpage: <http://portal.utoronto.ca>  
Office Hours: Office hours will be held online on Wednesdays from 2-4pm via “BB Collaborate” on Quercus. Please read the “office hours” section below for details about my protocol for office hours.

Teaching Assistant: Thulasi Thiruchselvam [thulasi.thiruchselvam@mail.utoronto.ca](mailto:thulasi.thiruchselvam@mail.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 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). *The SAGE 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

This course will be hosted on Quercus. All course materials will be posted on Quercus and you will use Quercus to watch lectures, participate online, engage in discussion, attend office hours, and to take tests & exams. I therefore 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.

### Class Discussion

I would like to supplement lecture material with online-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

Lectures will be posted on Quercus every Tuesday at 9am, along with the lecture slides, and discussion questions, which you will be encouraged to fill out as you watch the lecture to help you to digest the material. The amount of overlap between lectures and required readings will vary across topics, so you should read the lecture slides and watch lectures 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.

## Office hours

I welcome you to visit me during online office hours, which are held on Wednesdays from 2 – 4pm via “BB Collaborate” on Quercus. I am happy to use this time to address any of your questions or concerns, to offer feedback on your performance in the course, to discuss strategies for improvement, or to have a casual chat about psychology or about career prospects. However, I ask that you **please send me an email at least 24-hours before office hours to let me know that you would like to book an appointment, and give me a heads up about the issue(s) that you would like to address.** This will allow me to prepare for our appointment, when necessary, and it will also serve to prevent line-ups from forming during office hours as I will book students into 15-minute uninterrupted time-slots. Given that my office hours tend to get very busy and the 15-minute time-slots are often fully filled, I ask that you please show consideration by letting me know if you would like to cancel your appointment with me, giving as much notice as you can so that I can offer the time-slot to another student. You will find a document in the modules section of Quercus with information on how to use BB Collaborate to connect with me.

## 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	23%	TBD
2 <sup>nd</sup> term test	23%	TBD
final exam	34%	TBD during the exam period
Discussion forum	20%	Discussion board questions will be posted on Tuesdays at 9am along with each lecture. They are due at 8:59am 1-week later.

## COURSE FORMAT AND EXPECTATIONS

### 1<sup>st</sup> term test (23%)

The first test is 1 hour and 15 minutes and it will take place online via Quercus (in the quizzes tab). It covers material discussed in lectures, lecture slides, and covered in the textbook chapters required for Lectures 1-3. The test is open book and open notes. It is intended to assess your understanding of course materials. The test will consist of 45 multiple choice questions designed to gauge your knowledge about the material presented in the lectures and in the required course readings. Please note that in a multiple choice exam, there is always 1-best answer, even if more than 1-answer might seem to fit.

### **2<sup>nd</sup> term test (23%)**

The second test is 1 hour and 15 minutes and it will take place online via Quercus (in the quizzes tab). It covers material discussed in lectures, lecture slides, and covered in the required readings for Lectures 4-6. The test is open book and open notes. It is not cumulative. It is intended to assess your understanding of course materials. The test will consist of 45 multiple choice questions designed to gauge your knowledge about the material presented in the lectures and in the required course readings. Please note that in a multiple choice exam, there is always 1-best answer, even if more than 1-answer might seem to fit.

### **Final exam (34%)**

The 3<sup>rd</sup> test is 1 hour and 40-minutes and it will take place online via Quercus (in the quizzes tab). It is not cumulative. It covers material discussed in lectures, lecture slides, and covered in the required readings for Lectures 7-10. The test is open book and open 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. Please note that in a multiple choice exam, there is always 1-best answer, even if more than 1-answer might seem to fit.

### ***\*A couple of notes about the term-tests & final exam:***

- You must start the exam on-time – if you are late, you will be automatically cut-off after the set end-time, even if the timer shows that you have additional time left.
- You will have access to only 1 question at a time and the questions will be locked after answering.
- I am giving everyone ample time to complete the exam (1.5-minutes per question plus an additional 7.5-10-minutes) to compensate for the fact that students may encounter some minor technological problems such as slow internet speed. If you have a major problem with your internet that prevents you from completing the exam, please let me know ASAP and I will instead offer you the opportunity to write an essay-style exam. The essay-style exam will need to be completed within 24-hours.
  - o Please be aware that if you report that you could not complete your test/exam because of internet or Quercus issues, I will ask you to send me a written summary of the issues that occurred (e.g., was a page slow to load, did you get disconnected multiple times, and if so, at which point in the test, etc.). I will then request a “detailed log” of your exam from Quercus support and they will be able to assess the situation. Please be aware that to misrepresent any technical issues during a test or an exam is considered an offence of academic integrity.
- You must work alone on all tests & exams - if you communicate with anyone else about exam material during the exam, or refer to any information posted online by another student about this exam, you are committing an offence of academic integrity. It is also considered academic misconduct to share test-materials with others.

## Participation in online discussions (20%)

Several discussion questions will accompany each lecture and you are encouraged to respond to them. Some will be “non-graded” whereas others will be “graded”. These questions can be found in the “modules” tab on Quercus and are clearly identified as “graded” or “non-graded”. Your responses should be submitted directly through Quercus.

Responding to non-graded questions is optional. You may find that this type of participation helps you to digest the course material, it may be enjoyable/challenging, and it may provide you with an outlet to engage with me and with your fellow students.

You must respond to a “graded” discussion question every lecture. You will earn up to 2% for each of these responses. 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.

Please note the following about “graded” discussion questions:

- After a discussion question is posted, you will have only 1-week to post a response. Responses are due before the following class begins.
- 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.
- If you decide to refer to external sources then you should cite the sources using APA format. In-text citations will count towards the word limit but a reference list will not.

## 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 able 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:

Approximately 2-weeks following the term-tests, after the make-up test has taken place, you will be permitted to see which answers you got right/wrong on the term-tests. After viewing your test,

you can feel free to schedule a visit 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.

If you would like additional feedback on your discussion board responses, please feel free to reach out to TA, Sylvia Romanowska at [s.romanowska@mail.utoronto.ca](mailto:s.romanowska@mail.utoronto.ca) and she will be happy to look at your entry and provide additional comments. You are also welcome to attend a weekly 45-minute drop-in virtual discussion group in which course TA, Thulasi Thiruchselvam, will speak with you about your entry and provide comments. Announcements will be posted on Quercus with information about when this group will be hosted and how to access it.

Finally, 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 for the future. Please see the office hours section above to find out how to book an appointment.

### **Sharing/distributing test content & other course content**

Please be aware that you are strictly prohibited from sharing or distributing the content of tests and exams in any way. To share test material, online, verbally, or otherwise, is an offence of academic integrity. Additionally, lectures and course materials prepared by the instructor are considered by the University to be an instructor’s intellectual property covered by the Copyright Act, RSC 1985, c C-42. Course materials such as PowerPoint slides and lecture recordings are made available to you for your own study purposes. These materials cannot be shared outside of the class or “published” in any way. Posting recordings or slides to other websites without the express permission of the instructor will constitute copyright infringement.

### **Asking for Increased Grades, Extra Credit Assignments, “Rounding-up”, or Other Extenuating Circumstances:**

Please note that I do not believe that it is fair to offer extra credit assignments, increased grades, extensions, etc. to some students and not others. I also do not believe that it is fair to “round-up” some students grades and not others. I am furthermore not permitted to manipulate certain individual student’s grades. While I understand the pressure that students are often under to achieve a certain grade point average, I do not believe that it is ethical to offer special treatment to some students and not others. For this reason, I will not respond to such requests. Grades will be calculated automatically and rounded to the nearest decimal.

### **Time Zone conflicts**

If you are physically in a different time zone and a quiz or midterm is scheduled outside of 7:00am to midnight in your local time, you may use the following form to request special arrangements. Note that the form is only for term work.

Final exam conflicts are handled by the Registrar’s Office.

The form must be submitted at least ten (10) business days before the activity.

Form: <https://uoft.me/PSY-TimeZone>

Submit via email to: Keely Hicks, Departmental Assistant, [keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)

### **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 ASSIGNMENTS or TERM TESTS due to FLU-LIKE SYMPTOMS or SELF-ISOLATION REQUIREMENTS:
  - o Email the Request for Missed Term Work Accommodations form ([uoft.me/PSY-MTW](http://uoft.me/PSY-MTW)) to Keely ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)), and
  - o Declare your absence on ACORN (Profile & Settings > Absence Declaration)
- For missed ASSIGNMENTS due to OTHER ILLNESS:
  - o Email the Request for Missed Term Work Accommodations form ([uoft.me/PSY-MTW](http://uoft.me/PSY-MTW)) to Keely ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)), along with the Self-Declaration of Student Illness Form ([uoft.me/PSY-self-declareform](http://uoft.me/PSY-self-declareform)).
- For missed TERM TESTS due to OTHER ILLNESS:
  - o Email the Request for Missed Term Work Accommodations form ([uoft.me/PSY-MTW](http://uoft.me/PSY-MTW)) to Keely ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)), along with a scan/photo of the original copy of the official UTSC Verification of Illness Form ([uoft.me/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 ER.
  - o Forms are to be completed in full, clearly indicating the start date, anticipated end date, and severity of illness.
  - o The physician's registration # and business stamp are required.
  - o 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:
  - o Meet with your AccessAbility consultant and have them email Keely ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) detailing accommodations required.
- For missed ASSIGNMENTS or TERM TESTS in OTHER CIRCUMSTANCES:
  - o Email the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>) form to Keely ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)), along with:
    - For the death of a family member/friend, provide a copy of the 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 ([keely.hicks@utoronto.ca](mailto: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 ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) well in advance of the missed work.
    - For circumstances outside of these guidelines, please email Keely ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) on or before the date of the test / assignment

deadline to describe your circumstances and determine appropriate documentation.

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

As stated above, your documents must be submitted within three (3) business days of the deadline for the missed work.

**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 within the three business day window, you must email Keely (keely.hicks@utoronto.ca) within the three business day window to explain the nature of the delay, and when you will be able to provide your documents. Exceptions to the documentation deadline will only be made under exceptional circumstances.

**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.uts.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@uts.utoronto.ca](mailto:ability@uts.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 #	Date	Topic	Readings
1	Sept. 8	<b>Course overview: A brief history of the psychology of prejudice.</b>	Read: Chapters 1 & 2 of the textbook.
2	Sept. 15	<b>Why do we stereotype and how is stereotyping maintained?</b>	Read: Chapter 7 & 12 of the textbook.
3	Sept. 22	<b>Implicit &amp; Modern forms of prejudice &amp; the origins of prejudice.</b>	Read: Chapters 3 & 11 of the textbook.
	Sept. 29	No lecture this week because term-test #1 will likely be scheduled this week	
4	Oct. 6	<b>Individual differences in prejudice: Disgust, fear, power, and social dominance orientation.</b>	Read: Chapters 8 & 10 of the textbook.
	Oct. 9	Reading week	
5	Oct. 20	<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:  <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:  <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>
6	Oct. 27	<b>The evolutionary underpinnings of prejudice &amp; how stereotyping legitimizes social hierarchies.</b>	<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. <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></p>
	Nov. 3	No lecture this week because term-test #2 will likely be scheduled this week	

7	Nov. 10	<b>The neuroscience of prejudice, and, how expectations affect visual processing.</b>	<p>Read: Chapter 4 of the textbook.</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>
8	Nov. 17	<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>
9	Nov. 24	<b>Experiencing prejudice</b>	Read: Chapters 17 & 24 of the textbook.
10	Dec. 1	<b>Is prejudice hardwired or plastic?: How can we reduce prejudice.</b>	Read: Chapters 30 & 32 & 33 of the textbook.
Final Exam	TBA		