

Course Outline

PSYC12H3F LEC01

The Psychology of Prejudice

Fall 2022

Course Meets: Wednesdays from 9-11am in SW 319

Instructor: Dr. Shona Tritt, Ph.D., Clinical Psychologist
E-Mail: shona.tritt@mail.utoronto.ca
Webpage: <https://q.utoronto.ca/courses/>
Office Hours: Office hours appointments may be booked and will be held on Wednesdays 11-1pm. Please read the “office hours” section below for details about my protocol for office hours.
Teaching Assistants: Maya Ahia: maya.ahia@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 effects 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). It is also currently available from the library as an e-book and as a hardcopy.
- We will be supplementing the course textbook with more recent research articles. The articles for each week are indicated at the end of the syllabus along with links to access them through the U of T library website.

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.

Content/Trigger Warning

Given that this course is about the psychology of prejudice, potentially triggering content will be covered in each lecture. We will be covering, for example, illustrations of the dehumanization of

people as well as experiments that highlight the tendency for people to exhibit prejudice towards those perceived as out-groups, and the (often times disturbing) consequences of such prejudice. This content is covered with the goal of better understanding the psychology of prejudice so that we can strive to learn how to work to create a more equal, safe society for all. I will do my best to make this classroom a space where we can engage sensitively and thoughtfully with the difficult content that is covered every week. If you are struggling with this content, please always feel free to reach out to me and/or to the Health & Wellness center who are a great resource with training & expertise in supporting students as they grapple with subject matter that is emotionally challenging to engage with such as prejudice: <https://www.utsct.utoronto.ca/hwc/>

Course Webpage/ Quercus

All course materials will be posted on Quercus and you may 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 class discussion about the 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.

Lectures

Lectures will be hosted in-person on Wednesdays from 9-11am in SW 319. Class discussions will be a component of the lectures. I will film all lectures and post them online on Quercus afterwards so that you can engage from home, instead of in-person, if you are feeling unwell or have had COVID exposure. Some optional discussion questions will be posted on Quercus along with each lecture module so that you can participate in class discussions when you are unable to come to class.

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 a course TA or me.

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 book an appointment to visit me during office hours, either in-person or virtually. My office hours will held on Wednesdays from 11-1pm. 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 let 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. My office hours will take place either in-person in room HW 512 or on Zoom at this link: <https://utoronto.zoom.us/j/83705528007> (passcode: **227153**). **When you email me to book an appointment, you can feel free to let me know if you would prefer to meet virtually or in person.**

TA office hours: Each week, you will be given the opportunity to meet with the course TA who will be grading the “graded discussion question” of that lecture week. The TA will be happy to talk through any ideas you might have about how to answer the discussion question that week, or about anything else pertaining to the lecture content. The dates, times, and zoom links for the TA drop-in office hours sessions is posted in the intro module of Quercus.

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%	September 28
2 nd term test	26%	November 2 nd
final exam	38%	TBD during the exam period
Discussion forum	10%	Discussion board questions will be due at 8:59am 1-week following the lecture in which they are covered.

COURSE FORMAT AND EXPECTATIONS

1st term test (26%)

The first test is 1 hour and 30 minutes and it will take place on Sept. 28th at 9am 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. The time-limit applies to the entire exam, there is no time-limit per question. You will only be able to work on one question at a time and you will not be permitted to go back and forth between questions.

2nd term test (26%)

The second test is 1 hour and 30 minutes and it will take place on Nov. 2nd at 9am 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. The time-limit applies to the entire exam, there is no time-limit per question. You will only be able to work on one question at a time and you will not be permitted to go back and forth between questions.

Final exam (38%)

The final exam is 2 hours and it will be scheduled during the final exam period 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. The time-limit applies to the entire exam, there is no time-limit per question. You will only be able to work on one question at a time and you will not be permitted to go back and forth between questions.

****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. You cannot go back and forth between questions.
- 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 (10%)

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 3 “graded” discussion questions over the course of the semester. The average of the grades you receive on these **3** discussion board entries will account for 10% of

your final grade. 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 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. You should write using APA-style. You will find information about the UTSC grading scale here: <https://www.utsc.utoronto.ca/registrar/ut-grading-scheme> A weekly 45-minute drop-in session will be hosted with the course TA who will be grading your entry. This TA will be happy to speak with you about your graded discussion board entry and provide feedback before submission. The dates, times, and zoom links for the TA drop-in office hours sessions is posted in the intro module of Quercus.

Please note the following *important* information about “graded” discussion questions:

- Responses to graded discussion questions are due at 8:59am on their due date.
- 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.
- Once you have responded to 3 graded discussion questions, any additional questions that you answer will not be graded.
- 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 the course TA to ensure that your response was not missed.
- You are welcome to request a re-grade if you feel that you have been graded unfairly. However, please be aware that if you request a re-grade, your mark could go up, your mark could go down, or your mark could stay the same. The new mark will replace the old mark, whatever it might be.
- In-text citations will count towards the word limit but a separate reference list will not count towards the word limit.

The Writing Centre supports student learning at any stage in the writing process, from planning an outline to polishing a final draft. Their services include online resources, virtual drop-in hours, one-on-one consultations, and writing workshops. Information can be found at: <http://ctl.utsc.utoronto.ca/twc/main>

The Centre for Teaching and Learning (CTL) is also available to support you in your writing, English language, and professional development needs. It offers online tutoring and consultations and has a variety of helpful online resources. For more information, please visit CTL’s Academic Learning Support site at <http://uoft.me/AcademicLearningSupport>

Term-Test Review/ Feedback on Discussion Board Entries:

Term-tests: 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.

Discussion board entries: If you would like to obtain additional feedback on your discussion board entries, you should feel free to reach out to the course TA who graded your entry. Once

you have obtained additional feedback from the course TA, if you would like further feedback, you are welcome to also reach out to an additional TA for a second opinion and further feedback. Following that, if you still have remaining questions or concerns, please feel free to book a time to meet with me during office hours. At that point, I'll be 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.

Re-grades: If you feel that there has been some negligence in the grading of your discussion entry, you are always welcome to request a re-grade. However, if you request a re-grade, it will be graded from scratch by another TA. Therefore, please be aware that your grade could go up, your grade could go down, or your grade could stay the same. The new grade will replace the old grade, whatever it might be.

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 by the University to manipulate certain individual student's grades, or to stray from the course syllabus in any way when allotting grades. While I understand the pressure that students are often under to achieve a certain grade point average, I hope that you understand that it is not ethical to offer special treatment to some students and not others. For this reason, please do not ask me to do this and know that I will not respond to such requests.

Illness & masks:

Please do not come to class if you are feeling unwell or if you have had a recent close contact with someone who has developed COVID19. All lectures will be recorded and uploaded to Quercus so that you can watch them from home. Optional discussion questions will also be provided on Quercus so that you can engage in discussions without coming to class if you are feeling unwell or have had close contact with someone who has developed COVID19.

While masking is not required at this time, you are all encouraged to wear a mask during lectures so as to help to create a safer learning environment, particularly for those who may be immunocompromised (or live with someone who is).

Department of Psychology Missed Term Work Policy

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.

Note:

- The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.
- [Missed Final Exams](#) are handled by the Registrar's Office and should be declared on eService.
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, accommodations are only possible via the Registrar's Office [petition process](#).

The email address to submit missed term work accommodation requests in **PSYC12** is:
maya.ahia@utoronto.ca

ILLNESS OR EMERGENCY accommodations:

For missed work due to ILLNESS OR EMERGENCY, complete the following process:

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Declare your absence on [ACORN](#) (Profile & Settings > Absence Declaration)
3. Email **both** of the following items to the course email **WITHIN 2 BUSINESS DAYS** of the missed work:
 - a. the [Request for Missed Term Work Accommodations Form](#)
 - *AND***
 - b. a screenshot of your Self-Declared Absence on ACORN

Note:

- *If you are unable to submit your request within 2 business days, you must still email your instructor within the 2 business day window to explain the nature of the delay. Exceptions to the 2 business day deadline will only be made under exceptional circumstances.*
- *If your absence is declared on ACORN, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work accommodation request.*

ACADEMIC CONFLICT accommodations:

For missed term work due to an ACADEMIC CONFLICT (e.g. two midterms at the same time):

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Take screenshots of your course Quercus pages that demonstrate the conflict.
3. Email the form and screenshots to the course email **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier. Requests sent after the activity deadline may not be accommodated.

Note:

- *Multiple assignments due on the same day are not considered conflicts. Students are expected to manage their time effectively to meet assignment deadlines.*
- *Back-to-back tests/quizzes are not considered conflicts. Only overlapping activities are conflicts.*
- *Students are responsible for keeping their course timetables conflict-free. Students who register in two courses with overlapping lecture/tutorial/lab schedules will not be accommodated.*

RELIGIOUS CONFLICT accommodations:

For missed term work due to a RELIGIOUS CONFLICT:

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Email the form to the course **email at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier. Requests sent after the activity deadline may not be accommodated.

ACCESSABILITY SERVICES accommodations:

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

- **Contact your AccessAbility consultant** and have them email the course email detailing accommodations required.

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

- If your desired accommodation is **within the scope** of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” and you need 3 days):
 1. Complete the [Request for Missed Term Work Accommodations Form](#).
 2. Email the form ***AND*** your **Accommodation Letter** to the course email specifying how many days extension you are requesting.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” but you need more time than that):
 1. **Contact your AccessAbility consultant** and have them email the course email detailing the accommodations required.

Accommodation Procedure:

After submitting your documentation, you will receive a response from your instructor or TA. This form does not guarantee that you will be accommodated. 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. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For missed assignments, **do not wait for the instructor’s response to resume work on your assignment**. Extensions may be as short as one business day, depending on the nature of the illness/emergency. Complete your assignment as soon as you’re able, and email it to your instructor.

For an **anticipated absence** (e.g. a scheduled surgery or an illness with a prolonged recovery period), if you would like to request accommodations in advance, submit a [Verification of Illness Form](#) completed by your doctor AND the [Request for Missed Term Work Accommodations Form](#) to the course email. Absences can be declared up to 14 days into the future on ACORN.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, you must repeat the missed term work procedure to request additional accommodations. **Please make it clear in your subject line that you are requesting a second accommodation**. E.g. If you are given an extension but are still sick and need more time, or if you miss a make-up term test, you must submit *another* [Request for Missed Term Work Accommodations Form](#) and declare your extended absence on ACORN. *Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not necessarily be provided.

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 Office as soon as possible.

AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email 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;
- Passing off another authors work as your own;
- 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.

Statement about the University's commitment to equity, diversity, inclusion, respect, and anti-racism.

Equity, diversity, inclusion, respect, and civility are among the fundamental values of the University of Toronto. The university is also committed to anti-racism and decolonization. These are the foundations on which behavioural expectations for this course have been set. Outstanding scholarship, teaching, and learning can thrive only in an environment that embraces the broadest range of people and encourages the free expression of their diverse perspectives. This is a shared responsibility, which requires us to foster an inclusive community and promote an equitable and anti-racist institutional culture inside and outside of the classroom, in person and online.

No person shall engage in a course of vexatious conduct that is directed at one or more specific individuals, and that is based on the race, ancestry, place of origin, colour, ethnic origin, citizenship, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability, and that is known to be unwelcome. The University takes the Code of Conduct very seriously and will impose sanctions on those who violate it.

<https://governingcouncil.utoronto.ca/secretariat/policies/code-student-conduct-december-13-2019>

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, they 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. 7	Course overview: A brief history of the psychology of prejudice.	Read: Chapters 1 & 2 of the textbook.
2	Sept. 14	Why do we stereotype and how is stereotyping maintained?	Read: Chapter 7 & 12 of the textbook.
3	Sept. 21	Implicit & Modern forms of prejudice & the origins of prejudice.	Read: Chapters 3 & 11 of the textbook.
	Sept. 28	term-test #1	
4	Oct. 5	Individual differences in prejudice: Disgust, fear, power, and social dominance orientation.	Read: Chapters 8 & 10 of the textbook.
	Oct. 12	Reading week	
5	Oct. 19	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>
6	Oct. 26	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>
	Nov. 2	term-test #2	
7	Nov. 9	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/5525fd2ae4b0e7fef53aedf9/1428553002892/empathy-constrained.pdf</p>
8	Nov. 16	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. 23	Experiencing prejudice	Read: Chapters 17 & 24 of the textbook.
10	Nov. 30	Is prejudice hardwired or plastic?: How can we reduce prejudice.	Read: Chapters 30 & 32 & 33 of the textbook.
Final Exam	TBA		