

## PSYC 78b - The Psychology of Prejudice

Class time: 12:30-1:50; T, F; Brown Social Science Center 224

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Pronouns: He/him/his

### **Course Aims**

“We have made enormous progress in teaching everyone that racism is bad. Where we seem to have dropped the ball is in teaching people what racism actually *is*.” - Jon Stewart

Prejudice is everywhere. This class is intended to help you understand why. We will be reading decades of psychological literature illuminating the roots of prejudice, its many forms, and how it may be stopped. Moreover, we will learn to use scientific evidence to inform our understanding of human interaction, create experiments of our own, and even study ourselves in a class-wide research project.

The course will begin with how we think and how the limitations of our minds give rise to prejudice. From there we will move into social categorization and its consequences; implicit and explicit theories of prejudice; dehumanization; and approaches intended to attenuate bias. The course will focus on racism, but will touch on other forms of prejudice as well, with the opportunity for students to explore their topics of choice. Readings will be peer-reviewed academic articles, and class discussions will revolve around interpreting the articles and their implications.

One of the main purposes of this class is to provide both a forum and a structure for talking about important societal issues. American racism and prejudice are under-discussed in many circles, and the lens of psychology provides both clarification of their effects and origins and an impartial perspective conducive to constructive conversation. Science supplies a source of shared knowledge with which we can not only better understand ourselves, but also ground our discussions in a shared empirical reality.

If you are wondering whether you should take this class, here are a few suggestions of why someone might find it interesting:

- You want to understand why people are prejudiced
- You are frustrated by arguments based in anecdote
- You want to understand how psychologists study difficult social issues

Pre-requisite: PSYC52a-Research Methods and Laboratory in Psychology or instructor's permission.

### **Course Objectives and Learning Goals**

By the end of this course, you will be able to:

- Discuss prejudice with reference to the psychological literature
- Describe the cognitive processes that lead to prejudice
- Enumerate common psychological measures of prejudice
- List ways of attenuating prejudice, as well as their limitations
- Cite scientific evidence in discussions of social issues
- Find and evaluate scientific research pertaining to your research interests
- Write a literature review on a topic of your choosing
- Conceive novel experiments to test your research questions

## **Course Content Note**

This course will not only touch on but focus on disturbing aspects of human nature, behavior, and history. I will endeavor to make it as comfortable and productive as possible, but it is likely that parts of the class will be upsetting. If you suspect that specific material is likely to be emotionally challenging for you, I'd be happy to discuss any concerns you have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with the class or with me individually, I welcome such discussions as an appropriate part of our classwork. However, I do intend to center class discussions on the research we read and ask that if you must talk about events beyond that material, to speak only from personal experience.

If you ever feel the need to step outside during a class discussion you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually to discuss the situation.

## **Grading and Course Components**

### *Participation*

Participation consists of doing the assigned readings, answering the posted questions about each reading, and engaging in class discussions. If you come to class and respond to all of the pre-class reading responses on LATTE, you will receive full credit. Missing classes or not being engaged during class can result in lost points. As this is a seminar-style class, your attendance is expected and your participation is essential. Signs of good participation include attendance, punctuality, eagerness to participate, showing respect to others' contributions, paying attention to classmates' presentations, and offering constructive feedback, questions, and comments.

Participation purpose: This class is not meant to be a rote absorption of fact, but rather an engagement with an active literature. Thinking through the implications and critiquing the weaknesses of the articles we read will help all of our understanding. Pre-class responses will require you to answer questions about the readings, but are mostly intended to give you a chance to share your thoughts and questions with me, so that I can better steer class discussions and address confusion.

### *Literature Review*

You will complete a literature review on a topic of your choosing for this course. I will show you how to find relevant academic papers and give instructions and feedback on how to synthesize the research you find. Overall performance on the literature review will serve as the midterm grade for the course, but it will take place in three parts (with further instructions for each at the appropriate time in the course):

- The first part will be a preliminary version (“review preview”) that will be a subsection of the full assignment. Basically, it will explain what your topic is and review a small amount of literature to demonstrate your understanding of the assignment and the form. Completing the review preview will be required before you can write the full literature review. A complete version will receive full credit, but you may need to re-do it until we are both confident in your approach. When you hand in the assignment I will give it back to you with comments and suggestions, and you will either receive full credit and a green light to write the rest of the paper, or I will ask you to make certain changes and hand it back in.
- The second part will be a short oral presentation to the class, in which you explain one of the studies included in your review. This presentation will occur at some point during the semester; it may take place after you have already handed in the full paper.
- The third part will be the full literature review in APA format, approximately 6-8 pages long. The purpose of the paper is to present an argument about the psychology of prejudice that is supported by peer-reviewed scientific papers. The literature review will be on a subject of your choosing.

Literature review purpose: This is an opportunity to immerse yourself in a question that interests you. This class can only scratch the surface not only of the topics we’ll discuss, but of the topics that are available in the psychology of prejudice. The curriculum is designed in part on the instructor’s expertise; this assignment will allow you to develop your own expertise, and the oral presentation is an opportunity to share that expertise with your classmates. In addition, the literature review is an important scientific tool that synthesizes disparate research into a coherent whole, which is a valuable skill across fields.

### *Research Proposal*

The research proposal will serve as the final exam for the course, but it will take place in three parts (with further instruction for each at the appropriate time in the course):

- The first will be a one-page proposal for the proposal, in which you explain your topic and intended experiment. This will not be graded; it is just a way for me to ensure your idea is feasible. As with the review preview, I will either greenlight your project or ask that you make some changes before writing the paper.
- The second will be a poster presentation attended by your classmates in which you will present your experiment in a formal academic poster, which is a visual display of your study’s design, hypotheses, and reasoning.
- The third will be the full proposal itself in APA format, approximately 10-12 pages long. The proposal will consist of another full literature review on a topic of your choosing, along with a well-crafted experimental design testing a question derived from the literature.

Research proposal purpose: The purpose of this assignment is to think like a research psychologist and find a way to answer a question that interests you. In this assignment you will use the literature review portion to find out what we do and don't know about your topic and from there to design a possible next step. It also requires you to think through the limitations psychologists face in studying these loaded issues, and to design a realistic experiment. The poster presentation is your opportunity to share your ideas with your classmates, and also give and receive feedback, as study design is best done collaboratively.

Requirement	Points	Percentage
Participation	135	27%
Review Preview	15	3%
Oral Presentation	50	10%
Literature Review	100	20%
Poster Presentation	75	15%
Research Proposal	125	25%

A	A-	B+	B	B-	C+	C	C-	D	F
93 %<	90%- 92.5%	87%- 89.5%	83%- 86.5%	80%- 82.5%	77%- 79.5%	73%- 76.5%	70%- 72.5%	65%- 69.5%	<65 %

### **Class Research Project**

As part of this course, we will be doing two assessments of students' attitudes and implicit biases. These surveys will be anonymous—neither I nor you will know your individual scores. We will, however, discuss the class's aggregated data and this will serve as an introduction to psychological measures of prejudice and as a test of whether learning about this topic has an effect on attitudes and implicit biases. You will not be graded on it in any way. Note: participation in this part of the course will be voluntary (and ungraded), and has the approval of the Brandeis Internal Review Board.

### **Credit Hours**

Success in this 4 credit course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (readings, papers, LATTE questions, etc.)

### **Snow Days**

If campus is closed for a snow day, expect to meet virtually at our usual time. A Blue Jeans video conference link will be provided on LATTE and

### **Academic Integrity**

The University's policy on academic integrity is found in the Rights and Responsibilities Handbook. Students who do not follow the University's expectations face serious penalties that

may include failure on the assignment, failure in the course, suspension from the University, and other sanctions.

### Late Policy

All assignments must be uploaded to LATTE no later than 11:59 PM on the “Assignment Due” dates listed below. Late assignments will be docked two points for each day late. Assignments will not be accepted more than five days after their due date.

### Accommodations for Students with Disabilities

If you are a student with a documented physical, psychological, or learning disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me at the start of the semester.

### Course Materials

All readings and class materials will be posted to LATTE prior to class.

### Class Schedule (subject to change)

Date	Topic	Readings	Assignment Due
1/15	Introduction Pre-Test Assessment	<i>Why Do All the Black Kids Sit Together in the Cafeteria</i> , pp. 83-108	
1/18	Reading Academic Papers	Bar-Haim, Ziv, Lamy, & Hodes, 2006; Word, Zanna, & Cooper, 1974	
1/22	No class – Brandeis Monday		
1/25	Literature Reviews	Richeson & Sommers, 2016; Sarnecka blog post (“Step 3”): <a href="https://sarneckalab.blogspot.com/2018/07/writing-workshop-chapter-5.html">https://sarneckalab.blogspot.com/2018/07/writing-workshop-chapter-5.html</a>	
1/29	Categorization	“Funes the Memorious”; Rosch, 1978	
2/1	Categorizing People	Brewer, 1988; Liberman, Woodward, & Kinzler, 2017	
2/5	Person Perception	Freeman & Johnson, 2016; Wilson, Hugenberg, & Rule, 2017	
2/8	No class – out of town		
2/12	Groups - Social Identity Theory	Park & Judd, 2005; Tajfel & Turner, 1986	
2/15	Groups - Minimal Groups	Ratner, Dotsch, Wigboldus, Knippenberg, & Amodio, 2014; Van Bavel & Cunningham, 2012	<b>Review Preview</b>
2/19	No class – Spring Break		
2/22	No class – Spring Break		
2/26	Stereotyping	Devine, 1989; Katz & Braly, 1933	
3/1	Stereotyping	Fiske, Cuddy, & Glick, 2007; Williams, Sng,	

		& Neuberg, 2015	
3/5	Explicit Bias	Dovidio & Gaertner, 2000; Sears & Henry, 2003	
3/8	Explicit Bias Post-Test Assessment	Terrizzi, Shook, & Ventis, 2010; Zou & Cheryan, 2017	
3/12	Implicit Bias	Dovidio, Kawakami, & Gaertner, 2002; Nosek, Greenwald, & Banaji, 2007	
3/15	Implicit Bias	Lai et al., 2016	<b>Literature Review</b>
3/19	My Research - Neuroscience of Prejudice	Amodio, 2014; Gutsell & Inzlicht, 2013	
3/22	My Research - Dehumanization	Goff, Eberhardt, Williams, & Jackson, 2008;	
3/26	Effects of Prejudice	Shih, Pitinsky, & Trahan, 2006	
3/29	Effects of Prejudice	Sim, Correll, & Sadler, 2013; Kteily, Bruneau, Waytz, & Cotterill, 2015	
4/2	Experience of Prejudice: Target	Major & O'Brien, 2005; Doll study revisited: <a href="http://www.cnn.com/2010/US/05/13/doll.study/index.html">http://www.cnn.com/2010/US/05/13/doll.study/index.html</a>	
4/5	Experience of Prejudice: Perceiver	Norton & Sommers, 2011; Unzueta & Lowery, 2008	<b>Proposal Proposal</b>
4/9	Stopping Prejudice	Crisp, Turner, & Hewstone, 2010	
4/12	Stopping Prejudice	Tropp & Barlow, 2018	
4/16	Sexism	Glick & Fiske, 2001; Ratliff, Redford, Conway, & Smith, 2017	
4/19	No class – Passover Break		
4/23	No class – Passover Break		
4/26	No class – Passover Break		
4/30	Sexism - Intersectionality	Purdie-Vaughns & Eibach, 2008; Schug, Alt, & Klauer, 2015	<b>Submit Poster 4/29</b>
5/2	Poster Presentations (Brandeis Friday)		
5/3	No class – Reading Period		
5/10			<b>Research Proposal</b>