



PSYC 348
The Psychology of Prejudice

Welcome! I'm Jeremy Simon, your professor this semester.
My pronouns are he/him/his.

How to reach me:

Email: jcs5@williams.edu
DM: <http://psych348.slack.com>

I will also be available on zoom at williams.zoom.us/my/jeremysimon from 2-4 pm every Monday. These are what would traditionally be called my "Office Hours." What that means is that I've set this time aside to meet with you. There is no need to tell me if you plan to come; I will be there.

However, given that we will be in many time zones, please know that I am also available at other times. Just reach out and we will schedule a meeting!

Logistics



Seminar: 11:45-1:00; M, W; Stetson Court Classroom 110;

<https://tinyurl.com/PSYC348Zoom>

Lab: 1:00-3:00; T; Stetson Court Classroom 110;

<https://tinyurl.com/PSYC348Zoom>



Zoom Info:

Meeting ID: 933 2348 2893

Passcode: prejudice

One tap mobile

+13017158592,,93323482893# US (Germantown)

+13126266799,,93323482893# US (Chicago)



This course is designed to be a hybrid course. Every seminar and lab is therefore available through Zoom, always using the information linked above. Seminars will also take place in person as long as students are on campus or as long as we deem that format to be successful. Labs will meet in person a couple times early on, but will



shift to Zoom in October as we will spend those periods meeting with our lab groups.



Class meetings may be recorded occasionally, specifically for the benefit of students who cannot attend in person and who have lost their connection to Zoom for whatever reason. I will not begin recording without announcing it; please be aware that by participating with your camera on, using a profile image, or with audio unmuted, you are consenting to having your video, image, or audio recorded. If you do not want to be recorded, please be sure to keep your camera off, do not use a profile image, and keep your microphone muted.



For those who are physically present in class, we will be required to wear a mask at all times, and keep 6 feet between us. If possible, please wash your hands or use hand sanitizer before entering the classroom. If you feel ill, please do not come to class (or join via Zoom, if you feel up to it).



One option for communication within the course is Slack, which is a free app that allows for multiple organized conversational threads as well as direct messaging. You can use it on your phone, computer, tablet, or in a browser. There is no requirement to use it, but I will post announcements there as well as on GLOW, and you can use it to contact me. It may also provide an easy way to communicate with your lab group. You can join the class Slack at https://join.slack.com/t/psych348/shared_invite/zt-grpmhbn7-a7OYTwdBJ7LKZaACaTbqA (note this link will expire in October).

What we're doing

“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 devoted to understanding why. We will be reading the cutting edge 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 and create experiments of our own.

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.

What will we learn how to do?

- Generate hypotheses, design a methodologically sound study, and collect, analyze, and interpret data
- Critically read and interpret scientific articles
- Think critically about psychological theory, data, and ideas
- Integrate scientific literature with observations and experiences in the real world
- Write well, including but not limited to scientific writing
- Talk about psychology with others in formal and informal settings
- Appraise the strengths and weaknesses of psychological science as a means of studying difficult social issues

How will we do it?

Readings for each class are posted as pdfs on GLOW. Assessment for the seminar portion of the course will consist of reading responses turned in for each class and participation in discussions. These are informal papers (maximum one page, double-spaced) about the reading for each class. You may take a “pass” on any four papers during the semester, thus you must submit 18 total over the course of the semester. You will expand one of your reading responses into a longer response paper, due any time before the end of classes.

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. Reading 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. Each paper you turn in will receive full credit, unless it is particularly slapdash or cursory. If you attend every class and are engaged with the discussions and the reading responses, you will receive full credit for participation.

Reading responses are due at **4 pm every Sunday** before a Monday class and at **6 pm every Tuesday** before a Wednesday class (the two extra hours account for lab).

Requirement	Points	Percentage
Reading Responses (x18)	180	24%
Seminar Participation	100	13.33%
Response Paper	75	10%
	355	47.33%

Assessment for lab will consist of a semester-long research paper. This will contain both individual and group elements, and grades will be given for many pieces along the way (scoring below; details on the assignment). In the end you will each produce a formal (APA-formatted) scientific paper reporting the results of a study you designed and carried out with your lab group.

This assignment serves two main purposes. First, it's an opportunity for us to immerse ourselves in questions that interest us. 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. Second, it is a chance to produce scientific research. The steps we follow (literature review, hypothesis generation, study design) and the skills we use (collaboration, creativity, data analysis) are identical to those underlying every paper we'll read in the course.

Requirement	Type	Points	Percentage
Topic List	Individual	10	1.33%
Literature Review Draft	Individual	25	3.33%
Peer Review	Individual	25	3.33%
Literature Review	Individual	75	10%
Design List	Group	10	1.33%
Study Design	Group	10	1.33%
Study Link	Group	10	1.33%
Clean Data	Group	10	1.33%
Analysis	Group	10	1.33%
Discussion	Group	10	1.33%
Paper	Individual	150	20
Lab Participation	Individual	50	6.66%
		395	52.66%

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 %

What else you should know

The Williams community embraces diversity of age, background, beliefs, ethnicity, gender, gender identity, gender expression, national origin, religious affiliation, sexual orientation, and other visible and non-visible categories. I welcome all students in this course and expect that all students contribute to a respectful, welcoming and inclusive environment. If you have any concerns about classroom climate, please come to me to share your concern.

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 (literally or figuratively) 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.

Academic Integrity

As you might expect, the Williams College Honor Code pertains to this class. Collaboration is encouraged for various aspects of this course; however, work on the reading responses and response paper must be conducted individually without any assistance (or interference) from anyone else. The final paper will be completed in cooperation with your group, but large portions of it must be completed individually (we will go over these in detail). And of course you must follow the rules of citation in scientific writing. If you have any questions about how the honor code applies to your work, please come talk with me!

Accommodations for Students with Disabilities

Students with disabilities of any kind who may need accommodations for this course are encouraged to contact Dr. GL Wallace (Director of Accessible Education) at 597-4672. Also, students experiencing mental or physical health challenges that are significantly affecting their academic work or well-being are encouraged to contact me and to speak with a dean so we can help you find the right resources. The deans can be reached at 597-4171.

Late Policy

Most assignments in this course are due by particular class times because they will be the topic of those classes. I cannot accept them late because handing in a reading response after the discussion takes place or a list of ideas for your lab group after they have already met defeats the purpose of the assignment.

Response papers and group lab assignments (for example, sending me a link to your study so that I may post it) are the only work that I will accept late. Rather than granting extensions, I prefer to dock two points for every day the assignment is overdue. Please remember that the response papers are due on the last day of classes and can be turned in at any point during the semester and that the group lab assignments are scheduled to ensure you have enough time to complete your research project.

Reading responses are due at 4 pm on Sundays and 6 pm on Tuesdays so that I have time to read and comment on them by the time we meet on Mondays and Wednesdays. Instead of a late policy, you get three free passes on these—i.e. you need only hand in 18 of 21 for full credit.

The final paper is due at 5:00 PM on December 19th—that is the latest possible time any work can be accepted this semester, so I cannot waive it without consulting the Dean's office.

The obvious caveat is that this is an unprecedented and uncertain semester. If you have any concerns about your ability to complete assignments on time, please come talk to me / email me / slack me! The collaborative nature of this course dictates that we complete our work before class meetings, but successful collaboration also involves adjusting to demands not only in our own lives but in those of our collaborators. I am more than happy to work with you to find alternatives and solutions.

Class Schedule (subject to change)

Date	Location	Topic	Reading	Due
9/11	Virtual	Organizational Course Meeting		
9/14	Stetson	Introduction	<ul style="list-style-type: none"> ◆ Tatum, B. D. (2017). <i>“Why are all the Black kids sitting together in the cafeteria?” and Other Conversations About Race</i> (pp. 83-108). Basic Books. 	
9/15	Stetson	Reading and Writing a Psych Paper	Jordan, C. H., & Zanna, P. M. (1999). How to read a journal article in social psychology. In R. F. Baumeister (Ed.), <i>The Self in Social Psychology</i> (pp. 461–470). Psychology Press.	
9/16	Stetson	Categorization	<ul style="list-style-type: none"> ◆ Borges, J. L. (1962). Funes the Memorious (A. Kerrigan, Trans.). <i>Ficciones</i> (pp. 149-154). Grove Press. (Original work published 1942). ◆ Mervis, C. B., & Pani, J. R. (1980). Acquisition of basic object categories. <i>Cognitive Psychology</i>, 12(4), 496–522. 	Reading Response
9/21	Stetson	Categorizing People	<ul style="list-style-type: none"> ◆ Brewer, M. B., Dull, V., & Lui, L. (1981). Perceptions of the elderly: Stereotypes as prototypes. <i>Journal of Personality and Social Psychology</i>, 41(4), 656–670. ◆ Hinzman, L., & Maddox, K. B. (2017). Conceptual and visual representations of racial categories: Distinguishing subtypes from subgroups. <i>Journal of Experimental Social Psychology</i>, 70, 95–109. 	Reading Response
9/22	Stetson	Statistics Review		
9/23	Stetson	Person Perception	<ul style="list-style-type: none"> ◆ Lei, R. F., Leshin, R. A., & Rhodes, M. (2020). The development of intersectional social 	Reading Response

			<p>prototypes. <i>Psychological Science</i>, 1–16.</p> <ul style="list-style-type: none"> ◆ Wilson, J. P., Hugenberg, K., & Rule, N. O. (2017). Racial bias in judgments of physical size and formidability: From size to threat. <i>Journal of Personality and Social Psychology</i>, 113(1), 59-80. 	
9/28		No Class – Yom Kippur		
9/29	Stetson	Study Design		
9/30	Stetson	Neuroscience of Prejudice	<ul style="list-style-type: none"> ◆ Fourie, M. M., Stein, D. J., Solms, M., Gobodo-Madikizela, P., & Decety, J. (2017). Empathy and moral emotions in post-apartheid South Africa: An fMRI investigation. <i>Social Cognitive and Affective Neuroscience</i>, 12(6), 881–892. ◆ Hughes, B. L., Camp, N. P., Gomez, J., Natu, V. S., Grill-Spector, K., & Eberhardt, J. L. (2019). Neural adaptation to faces reveals racial outgroup homogeneity effects in early perception. <i>Proceedings of the National Academy of Sciences of the United States of America</i>, 116(29), 14532–14537. 	Reading Response
10/5	Stetson	Grouping	<ul style="list-style-type: none"> ◆ Lau, T., Pouncy, H. T., Gershman, S. J., & Cikara, M. (2018). Discovering social groups via latent structure learning. <i>Journal of Experimental Psychology: General</i>, 147(12), 1881-1891. ◆ Ratner, K. G., Dotsch, R., Wigboldus, D. H. J., Knippenberg, A. Van, & Amodio, D. M. (2014). Visualizing minimal ingroup and outgroup faces: Implications for impressions, attitudes, and behavior. <i>Journal of Personality and Social Psychology</i>, 106(6), 897–911. 	Reading Response
10/6	Virtual	Hypothesis Generation		Topic List
10/7	Stetson	Politics		Reading

			<ul style="list-style-type: none"> ◆ Caruso, E. M., Mead, N. L., & Balcetis, E. (2009). Political partisanship influences perception of biracial candidates' skin tone. <i>Proceedings of the National Academy of Sciences of the United States of America</i>, 106(48), 20168–20173. ◆ Iyengar, S., Sood, G., & Lelkes, Y. (2012). Affect, not ideology: A social identity perspective on polarization. <i>Public Opinion Quarterly</i>, 76(3), 405–431. ◆ Major, B., Blodorn, A., & Major Blascovich, G. (2018). The threat of increasing diversity: Why many White Americans support Trump in the 2016 presidential election. <i>Group Processes and Intergroup Relations</i>, 21(6), 931–940. 	Response
10/14	Stetson	Stereotyping	<ul style="list-style-type: none"> ◆ Bonam, C. M., Bergsieker, H. B., & Eberhardt, J. L. (2016). Polluting black space. <i>Journal of Experimental Psychology: General</i>, 1-22. ◆ Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. <i>Journal of Personality and Social Psychology</i>, 56(1), 5–18. ◆ Durante, F., Crippa, F., Larsen, C. A., Bye, H. H., Fiske, S. T., Björklund, F., Dagher, M., Stillwell, A., Suttora, C., Carlsson, R., Jasinskaja-Lahti, I., Teymoori, A., Gelfand, M. J., Latif, A.-H. A., Aycan, Z., Asbrock, F., Geller, A., & Mähönen, T. A. (2017). Ambivalent stereotypes link to peace, conflict, and inequality across 38 nations. <i>Proceedings of the National Academy of Sciences</i>, 114(4), 669–674. 	Reading Response
10/19	Stetson	Effects of Stereotypes	<ul style="list-style-type: none"> ◆ Gaither, S. E., Remedios, J. D., Schultz, J. R., & Sommers, S. R. (2015). Priming White identity elicits stereotype boost for biracial Black-White individuals. <i>Group Processes &</i> 	Reading Response

			<p><i>Intergroup Relations</i>, 18(6), 778–787.</p> <ul style="list-style-type: none"> ◆ Mendoza-Denton, R., Shaw-Taylor, L., Chen, S., & Chang, E. (2009). Ironic effects of explicit gender prejudice on women’s test performance. <i>Journal of Experimental Social Psychology</i>, 45(1), 275–278. ◆ Trinkner, R., Kerrison, E. M., & Goff, P. A. (2019). The force of fear: Police stereotype threat, self-legitimacy, and support for excessive force. <i>Law and Human Behavior</i>, 43(5), 421-435. 	
10/20	Virtual	Peer Review	<p>Sarnecka, B. W. (2019). The writing workshop: Write more, write better, be happier in academia (pp. 130-137). Author.</p>	Literature Review Draft
10/21	Stetson	Explicit Bias	<ul style="list-style-type: none"> ◆ De França, D. X., & Monteiro, M. B. (2013). Social norms and the expression of prejudice: The development of aversive racism in childhood. <i>European Journal of Social Psychology</i>, 43(4), 263–271. ◆ Green, E. G. T., Staerklé, C., & Sears, D. O. (2006). Symbolic racism and Whites’ attitudes towards punitive and preventive crime policies. <i>Law and Human Behavior</i>, 30(4), 435–454. 	Reading Response
10/26	Stetson	Dehumanization	<ul style="list-style-type: none"> ◆ Bruneau, E., Szekeres, H., Kteily, N., Tropp, L. R., & Kende, A. (2019). Beyond dislike: Blatant dehumanization predicts teacher discrimination. <i>Group Processes & Intergroup Relations</i>, 1-18. ◆ McLoughlin, N. & Over, H. (2017). Young children are more likely to spontaneously attribute mental states to members of their own group. <i>Psychological Science</i>, 28(10), 1503-1509. 	Reading Response

- ◆ Rai, T. S., Valdesolo, P., & Graham, J. (2017). Dehumanization increases instrumental violence, but not moral violence. *Proceedings of the National Academy of Sciences of the United States of America*, 114(32), 8511-8516.

10/27 Virtual Qualtrics

Literature Review

- ◆ Cooley, E., Hester, N., Cipolli, W., Rivera, L. I., Abrams, K., Pagan, J., Sommers, S. R., & Payne, K. (2019). Racial biases in officers' decisions to frisk are amplified for black people stopped among groups leading to similar biases in searches, arrests, and use of force. *Social Psychological and Personality Science*, 11(6), 761–769.

- ◆ Del Toro, J., Lloyd, T., Buchanan, K. S., Robins, S. J., Bencharit, L. Z., Smiedt, M. G., Reddy, K. S., Pouget, E. R., Kerrison, E. M., & Goff, P. A. (2019). The criminogenic and psychological effects of police stops on adolescent Black and Latino boys. *Proceedings of the National Academy of Sciences of the United States of America*, 116(17), 8261–8268.

10/28 Stetson Criminal Justice

Reading Response

- ◆ Hetey, R. C., & Eberhardt, J. L. (2014). Racial disparities in incarceration increase acceptance of punitive policies. *Psychological Science*, 25(10), 1949–1954.

- ◆ Voigt, R., Camp, N. P., Prabhakaran, V., Hamilton, W. L., Hetey, R. C., Griffiths, C. M., Jurgens, D., Jurafsky, D., & Eberhardt, J. L. (2017). Language from police body camera footage shows racial disparities in officer respect. *Proceedings of the National Academy of Sciences of the United States of America*, 114(25), 6521–6526.

11/2	Stetson	Implicit Bias	<ul style="list-style-type: none"> ◆ Dovidio, J. F., Kawakami, K., & Gaertner, S. L. (2002). Implicit and explicit prejudice and interracial interaction. <i>Journal of Personality and Social Psychology</i>, 82(1), 62–68. ◆ Ofosu, E. K., Chambers, M. K., Chen, J. M., & Hehman, E. (2019). Same-sex marriage legalization associated with reduced implicit and explicit antigay bias. <i>Proceedings of the National Academy of Sciences of the United States of America</i>, 116(18), 8846–8851. ◆ Riddle, T., & Sinclair, S. (2019). Racial disparities in school-based disciplinary actions are associated with county-level rates of racial bias. <i>Proceedings of the National Academy of Sciences of the United States of America</i>, 116(17), 8255–8260. 	Reading Response
11/3 Vote!	Virtual	Study Design		Design List
11/4	Stetson	Implicit Bias	<ul style="list-style-type: none"> ◆ Daumeyer, N. M., Onyeador, I. N., Brown, X., & Richeson, J. A. (2019). Consequences of attributing discrimination to implicit vs. explicit bias. <i>Journal of Experimental Social Psychology</i>, 84(July), 1-10. ◆ Perry, S. P., Murphy, M. C., & Dovidio, J. F. (2015). Modern prejudice: Subtle, but unconscious? The role of Bias Awareness in Whites' perceptions of personal and others' biases. <i>Journal of Experimental Social Psychology</i>, 61, 64–78. 	
11/9	Stetson	Structural Bias	<ul style="list-style-type: none"> ◆ Hudson, S. T. J., Cikara, M., & Sidanius, J. (2019). Preference for hierarchy is associated with reduced empathy and increased counter-empathy towards others, especially out-group targets. <i>Journal of Experimental Social Psychology</i>, 85(May), 1-12. 	Reading Response

			<ul style="list-style-type: none"> ◆ Unzueta, M. M., & Lowery, B. S. (2008). Defining racism safely: The role of self-image maintenance on White Americans' conceptions of racism. <i>Journal of Experimental Social Psychology</i>, 44(6), 1491–1497. 	
11/10	Virtual	Study Design		Study Design
11/11	Stetson	Inequality	<ul style="list-style-type: none"> ◆ Brown, R. M., & Craig, M. A. (2020). Intergroup inequality heightens reports of discrimination along alternative identity dimensions. <i>Personality and Social Psychology Bulletin</i>, 46(6), 869–884. ◆ Onyeador, I. N., Daumeyer, N. M., Rucker, J. M., Duker, A., Kraus, M. W., & Richeson, J. A. (2020). Reminders of persistent racial discrimination disrupt beliefs in racial progress but not perceptions of current racial economic equality. <i>Personality and Social Psychology Bulletin</i>. 	Reading Response
11/16	Stetson	Structural Context	<ul style="list-style-type: none"> ◆ Craig, M. A., & Richeson, J. A. (2017). Hispanic population growth engenders conservative shift among non-Hispanic racial minorities. <i>Social Psychological and Personality Science</i>, 1-10. ◆ Zárata, M. A., Shaw, M., Marquez, J. A., & Biagas, D. (2012). Cultural inertia: The effects of cultural change on intergroup relations and the self-concept. <i>Journal of Experimental Social Psychology</i>, 48(3), 634–645. 	Reading Response
11/17	Virtual	Data Collection		Study Link
11/18	Stetson	Contact Hypothesis	<ul style="list-style-type: none"> ◆ Bai, X., Ramos, M. R., & Fiske, S. T. (2020). As diversity increases, people paradoxically perceive social groups as more similar. <i>Proceedings of the National Academy of</i> 	Reading Response

			<p><i>Sciences</i>, 1–9.</p> <ul style="list-style-type: none"> ◆ Enos, R. D. (2014). Causal effect of intergroup contact on exclusionary attitudes. <i>Proceedings of the National Academy of Sciences</i>, 116(19), 9678–9679. ◆ Ramos, M. R., Bennett, M. R., Massey, D. S., & Hewstone, M. (2019). Humans adapt to social diversity over time. <i>Proceedings of the National Academy of Sciences</i>, 116(25), 12244–12249. 	
11/23	Virtual	Reducing Bias	<ul style="list-style-type: none"> ◆ Chaney, K. E., Sanchez, D. T., Alt, N. P., & Shih, M. J. (2020). The breadth of confrontations as a prejudice reduction strategy. <i>Social Psychological and Personality Science</i>, 1-9. ◆ Vuletich, H. A., & Payne, B. K. (2019). Stability and change in implicit bias. <i>Psychological Science</i>, 30(6), 854–862. 	Reading Response
11/24	Virtual	Data Cleaning		Clean Data
11/30	Virtual	Reducing Bias	<ul style="list-style-type: none"> ◆ Chang, E. H., Milkman, K. L., Gromet, D. M., Rebele, R. W., Massey, C., Duckworth, A. L., & Grant, A. M. (2019). The mixed effects of online diversity training. <i>Proceedings of the National Academy of Sciences of the United States of America</i>, 116(16), 7778–7783. ◆ Wilton, L. S., Bell, A. N., Vahradyan, M., & Kaiser, C. R. (2020). Show don't tell: Diversity dishonesty harms racial/ethnic minorities at work. <i>Personality and Social Psychology Bulletin</i>, 46(8), 1171–1185. 	Reading Response
12/1	Virtual	Data Analysis		Analysis
12/2	Virtual	Reducing Bias	<ul style="list-style-type: none"> ◆ Forscher, P. S., Mitamura, C., Dix, E. L., Cox, W. T. L., & Devine, P. G. (2017). Breaking the 	Reading Response

			<p>prejudice habit: Mechanisms, timecourse, and longevity. <i>Journal of Experimental Social Psychology</i>, 72(May), 133–146.</p> <ul style="list-style-type: none"> ◆ Goldenberg, A., Cohen-Chen, S., Goyer, J. P., Dweck, C. S., Gross, J. J., & Halperin, E. (2018). Testing the impact and durability of a group malleability intervention in the context of the Israeli–Palestinian conflict. <i>Proceedings of the National Academy of Sciences of the United States of America</i>, 115(4), 696–701. ◆ Walton, G. M., & Cohen, G. L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. <i>Science</i>, 331(March), 1447–1452. 	
12/7	Virtual	Intersectionality	<ul style="list-style-type: none"> ◆ Perszyk, D. R., Lei, R. F., Bodenhausen, G. V., Richeson, J. A., & Waxman, S. R. (2019). Bias at the intersection of race and gender: Evidence from preschool-aged children. <i>Developmental Science</i>, 22(3), 1–8. ◆ Semrow, M., Zou, L. X., Liu, S., & Cheryan, S. (2020). Gay Asian Americans are seen as more American than Asian Americans who are presumed straight. <i>Social Psychological and Personality Science</i>, 11(3), 336–344. 	Reading Response
12/8	Virtual	Discussion		
12/9	Virtual	Student Choice	TBD	Reading Response
12/11		Last Day of Classes		Response Paper
12/19		End of Semester		Final Paper