

Development of Prejudice and Bias (Psych 163) Course Syllabus

Instructor

TBD

Office Hours: TBD

Graduate Student Instructors (GSIs)

TBD

Office Hours: TBD

Location & Time

TBD

Course Description

“To gain an adequate understanding of a concrete social problem, we must emphasize the...**sociocultural**...determinants”

-Allport, 1954

We currently live in a society riddled with prejudice and inequality. In this class we will explore the emergence and development of prejudice across the lifespan, while paying close attention to the first 10 years of life. Through readings, lectures, and a final project, we will examine: 1) the nature of prejudice and inequality across the lifespan; 2) how prejudice and inequality is reinforced in our culture and the societal structure; and 3) how to promote change. Our aim is to foster intentional thought about how to create and maintain a more equitable society through a psychological lens.

Course Objectives:

- To highlight the ways in which prejudice and inequality are perpetuated across time and generations.
- To promote critical reflection on the current state of society and the effects it has on prejudicial thoughts, attitudes, and behaviors.
- To help students understand the interplay between mind, culture, and society.

Learning Goals:

- Learn how to analyze, describe, and integrate psychological research, perspectives, and theories that explain the development of prejudice and inequality.
- Learn to critically analyze our current society, intentionally design a new society,

and consider the consequences for the development of prejudice and maintenance of inequitable outcomes across the lifespan.

- Learn how to identify prejudice and inequality, and the processes that explain how these attitudes, beliefs, and behaviors emerge and are reinforced throughout development.

Course Materials:

We will be using bCourses for this class and all of the course material will be available to you there. To navigate the course material for each week, please go to the “Modules” tab on bCourses.

Requirements and Grading:

1. Weekly Discussion Posts - 10%
2. Weekly Assignments - 30%
3. Discussion Sections/Mastery Quizzes - 15%
4. Research Participation Program – 5%
5. Final Project - 40%

Grading Scheme:

Grade Upper Bound Lower Bound

A+ 100% to 99.9%

A < 99.9% to 95%

A- < 95% to 90%

B+ < 90% to 87%

B < 87% to 83%

B- < 83% to 80%

C+ < 80% to 77%

C < 77% to 73%

C- < 73% to 70%

D+ < 70% to 67%

D < 67% to 63%

D- < 63% to 60%

F < 60% to 0%

Note: Please note that I do not round percentages upwards at the end of the semester. For example, a 94.8% will be an A-.

Weekly Discussion Posts: Reflecting on learned material improves student performance and helps retain information. Therefore, you will be asked to write a brief reflection after class on Tuesday. In this reflection you will answer one of three questions:

- What was something from lecture, discussion section, or accompanying materials this week that you found **confusing**?
- What was something from lecture, discussion section, or accompanying materials this week that you found **interesting**?
- If this week's lecture, discussion section, or accompanying materials made you think of something **related that we didn't discuss**, what did you think of? We would love to see news articles, current events, or real-world examples of how something we spoke about in class applies to a different social group.

These reflections should be submitted as a bCourses discussion post for your section. You may either write an original post or reply to a classmate's post. For guidance, we expect posts to be **at least 250 words**. Each weekly discussion post is worth 1 point. These discussion posts/replies will be due **each week on Sunday (by 11:59pm)**. We will have 12 discussion boards, and each student will be given 2 "freebies". In other words, to get full points, you must complete at least 10 of these posts throughout the semester.

Weekly Assignments: At the end of each week, you will complete a weekly assignment. These weekly assignments generally take the form of a worksheet to address questions relevant to the week's class. Unlike the discussion posts, which are a reflection on the week, the weekly assignments will focus on critical analysis and application of materials. These assignments will help you develop skills that will serve as the basis of the final project. The assignment for the week will be issued after class on Tuesdays, and is **due the following Sunday (by 11:59pm)**. These assignments will be graded on a check + (reflecting extraordinary, nuanced, and in-depth analysis, particularly for extension questions: 3pts), check (reflecting a well done analysis, and grasp of the concept at hand: 2pts), check minus (1pt) scale. For reference, I expect most assignments will receive a check.

We will have 12 weekly assignments, and each student will be given 2 "freebies". If you complete more than 10 weekly assignments, your lowest grade(s) will be dropped.

Discussion Sections: Discussion sections are designed to review and build on the materials being taught in lecture and are critical for success in this course. We will generally discuss materials that were covered in lecture that week.

During the discussion section, students will be asked to engage with the discussion section materials provided (for example, watch short pre-recorded lectures or Youtube videos, read additional text, etc.).

About halfway through the semester, discussion sections will be a time for your group to work towards completion of their final projects and get GSI feedback as well as feedback from peers.

Mastery Quizzes. After the discussion section, you will be asked to take a short "mastery quiz". These quizzes will be graded, but your score will not count towards your final grade. You can take each quiz as many times as you need in order to score 100%. To get the points each week, you are expected to attend the discussion section and must review the material and reach 100% on the quiz by **11:59pm on Sunday**. We recommend that you complete the mastery quiz directly after the discussion section. We will have 13 discussion sections, and each student will be given 3 "freebies". In other words, to get full points, you must score 100% on at least 10 mastery quizzes throughout the semester.

Research Participation Program (RPP): There is a 3-credit (roughly 1 hour/credit) Research Participation Program (RPP) requirement for this course. You can find all information you need in bCourses under 'files/RPP information'. To learn how to create an RPP account and start participating in experiments, please go to the following link: <http://psychology.berkeley.edu/students/undergraduate-program/research-participation-program> and click on "For Students." Then, set up a Sona account as instructed. I

recommend doing this as soon as possible. Please also see the deadlines and all other important information listed on the [RPP webpage](#).

Note that RPP is split into two phases (Phase I and Phase II) to discourage students from attempting to earn all their credits the last week of the semester. The purpose of separating the semester into two phases is to increase RPP participation during the typically slow middle of the semester, and to reduce the numbers of students who attempt (and often fail) to complete the entire requirement the last week of the semester. You must complete at least 1 RPP credit during Phase I of RPP to earn the full 5% credit (otherwise you can only get 4% credit).

If you would like to complete an alternative assignment (consisting of essays), please speak with your GSI.

If you have any questions, you can contact RPP at rpp@berkeley.edu.

Final Project: The final project is designed to get students to apply their understanding of how prejudice and inequality develop in order to intentionally re-imagine and re-design an aspect of society. Given that this is a psychology course, the aim is to analyze how the design of social structures (i.e., neighborhoods, policies, critical institutions) impacts our thoughts, feelings, and/or behaviors towards members of different groups. The aim is to foster intentional thinking about social design and describe the implications this has on prejudice, bias, and inequality development, while also acknowledging the limitations such changes may have. We are looking for evidence of intentionality, not a utopian society. You should aim to demonstrate an understanding of the interplay between society, the mind, and the development of prejudice and bias. Feel free to explore consequences beyond the groups we discussed in class.

Students will be put into groups of 3-4 based on their discussion sections. Groups will work together during the 2nd half of the semester to complete the final project.

The group project will consist of three parts:

- A final group paper (~8 pages)
- A group creative component (e.g., webpage, brochure, commercial, syllabus, etc)
- A group presentation

Groups will be graded not only on their societal design but also based on their analysis of the consequences.

Students will receive a group grade as well as an individual grade (determined by groupmates). Students are expected to work together and contribute relatively equally to the project (i.e., all group members should put in time, effort, creativity, and passion into this project!).

Academic Honesty Reminder: Students are expected to comply with the highest academic standards by not plagiarizing and using appropriate citations. More information about the university policy on academic honesty can be found here:

<https://sa.berkeley.edu/conduct/integrity>

If you have any questions, please contact your GSI.

Class & COVID-19: I view this class as a community, where people are committed to

engaging with the course material and thinking critically about development and issues of prejudice, bias, and inequality. Yet, at the same time, we are still currently in the midst of a pandemic, which changes the ways in which engagement can and should occur because of the safety of our community. With that in mind, **masks are encouraged** in class. Furthermore, **if you are at all feeling sick, please do not come to class**. Lecture slides will be made available after class, and you can watch a recording of a similar lecture from last year. Moreover, you do not need to let me or the GSIs know when/if you will miss an assignment. Everyone can miss 2 Weekly Assignments, 2 Weekly Discussion Posts, and 3 Mastery Quizzes with no questions asked, and it will not impact your grade.

Course Schedule

Week 1: Course Overview & The Status Quo

This week we will answer the questions, what is prejudice and bias, how do we study it, and how does it manifest in children and adults?

Discussion Section (TBD)

- Review discussion section material
- Complete mastery quiz by 11:59pm on Sunday

Readings

- Jordan, C. H., & Zanna, M. P. (1999). How to Read a Journal Article in Social Psychology. In R. F. Baumeister (Ed.), *The Self in Social Psychology* (pp. 461-470). Philadelphia: Psychology Press.
- Allport, G. W. (1979). *The Nature of Prejudice*. Chapter 1. Basic books.
- Nelson, T. D. (2016). *Handbook of Prejudice, Stereotyping, and Discrimination : 2nd Edition: Vol. Second edition*. Psychology Press.
 - ****Just read the following sections****:
 - "A quick history of theory and research" (pg. 3)
 - "Defining stereotypes and prejudice" (pg. 4 - 7)
 - "Why stereotypes and prejudice matter" (pg.10-12)
- Race is a social construct: <https://www.scientificamerican.com/article/race-is-a-social-construct-scientists-argue/>

Lecture

- TBD

Weekly Discussion Post

- Submit a post and response by 11:59pm on Sunday

Weekly Assignment

- Submit the Weekly Assignment by 11:59pm on Sunday

Week 2: How mind, culture, & society make each other up

This week we will focus on how people are shaped by their surrounding environment and subsequently shape their environments. That is, how are one's beliefs, behaviors, and attitudes affected by aspects of society, like institutions, cultural values, and interactions with others. And in turn how are these institutions, cultural values and interactions shaped by individuals' beliefs, behaviors, and attitudes.

Discussion Section (TBD)

- Review discussion section material
- Complete mastery quiz by 11:59pm on Sunday

Readings

- Markus, H. R., & Conner, A. (2014). Clash! How to Thrive in a Multicultural World. New York: Hudson Street Press. Intro, 1, 2, 9, & 10.
- Steele, C.M. (2010). At the Root of Identity. In Whistling Vivaldi: How Stereotypes Affect Us and What to Do. Norton & Co.: New York. Pp. 1-15.
- Bigler, R. S., & Liben, L. S. (2007). Developmental intergroup theory: Explaining and reducing children's social stereotyping and prejudice. *Current Directions in Psychological Science*, 16(3), 162-166.

Lecture

- TBD

Weekly Discussion Post

- Submit a post and response by 11:59pm on Sunday

Weekly Assignment

- Submit the Weekly Assignment by 11:59pm on Sunday

Psychological Building Blocks of Prejudice and Inequality Development

Week 3: Building Blocks

This week we will focus on highlighting the psychological tendencies that are influential to the development of prejudice and bias. This discussion will focus on the “individual level” of the culture cycle.

Discussion Section (TBD)

- Review discussion section material
- Complete mastery quiz by 11:59pm on Sunday,

Readings (to be completed before lecture on Tuesday)

- Roberts (2018). Children are little conformists by nature.
<https://bold.expert/children-are-little-conformists-by-nature/>
- TBD

Lecture

- TBD

Weekly Discussion Post

- Submit a post and response by 11:59pm on Sunday

Weekly Assignment

- Submit the Weekly Assignment by 11:59pm on Sunday

Week 4: Nature of Prejudice and inequality in early development

This week we will focus on discussing the development of prejudice and bias in young children and infants. Special attention will be paid to connecting these early manifestations of bias with the psychological tendencies we discussed the prior week.

Discussion Section (TBD)

- Review discussion section material
- Complete mastery quiz by 11:59pm on Sunday

Readings

- Bar-Haim, Y., Ziv, T., Lamy, D., & Hodes, R. M. (2006). Nature and nurture in own-race face processing. *Psychological Science*, 17, 159-163.
- Shutts, K. (2015). Young children's preferences: Gender, race, and social status. *Child Development Perspectives*, 9(4), 262-266.
- Hailey, S. E., & Olson, K. R. (2013). A social psychologist's guide to the development of racial attitudes. *Social and Personality Psychology Compass*, 7(7), 457-469.
- Mahajan, N., & Wynn, K. (2012). Origins of “us” versus “them”: Prelinguistic infants prefer similar others. *Cognition*, 124, 227-233.
- Dunham, Y., Newheiser, A., Hoosain, L., Merrill, A., & Olson, K.R. (2014). From a different vantage: Intergroup attitudes among children from low- and intermediate-status racial groups. *Social Cognition*, 32,1-21.

Lecture

- TBD

Weekly Discussion Post

- Submit a post and response by 11:59pm on Sunday

Weekly Assignment

- Submit the Weekly Assignment by 11:59pm on Sunday

Structural Building Blocks of Prejudice and Inequality Development

Week 5: Neighborhood designs

This week will focus on unpacking a facet of the “institution” and “interaction” level of the culture cycle and how it influences the “individual” level of the culture cycle. In particular, we will focus on the issue of segregation.

Discussion Section (TBD)

- Review discussion section material
- Complete mastery quiz by 11:59pm on Sunday

Readings

- <https://www.vox.com/future-perfect/2019/8/4/20726427/raj-chetty-segregation-moving-opportunity-seattle-experiment>
- Bonam, C. M., Taylor, V. J., & Yantis, C. (2017). Racialized physical space as cultural product. *Social and Personality Psychology Compass*, 11(9), e12340.
- Anicich, E. M., Jachimowicz, J. M., Osborne, M. R., & Phillips, L. T. (2021). Structuring local environments to avoid racial diversity: Anxiety drives Whites'

geographical and institutional self-segregation preferences. *Journal of Experimental Social Psychology*, 95, 104117.

- ****Just read the following sections****:
- Introduction
- Studies 1a & 1b

Lecture

- TBD

Weekly Discussion Post

- Submit a post and response by 11:59pm on Sunday

Weekly Assignment

- Submit the Weekly Assignment by 11:59pm on Sunday

Week 6: Institutional Design

Discussion Section (TBD)

- Review discussion section material
- Complete mastery quiz by 11:59pm on Sunday

Readings (to be completed before lecture on Tuesday)

- Koenig, A.M., & Eagly, A.H. (2014). Evidence for the social role theory of stereotype content: Observations of groups' roles shape stereotypes. *Journal of Personality and Social Psychology*, 107, 371-392.
- Salter et al. (2018). Racism in the structure of everyday worlds: A cultural psychological perspective.
- Anicich, E. M., Jachimowicz, J. M., Osborne, M. R., & Phillips, L. T. (2021). Structuring local environments to avoid racial diversity: Anxiety drives Whites' geographical and institutional self-segregation preferences. *Journal of Experimental Social Psychology*, 95, 104117.
 - ****Just read the following sections****:
 - Studies 2a & 2b
 - Study 3
 - Discussion

Lecture

- TBD

Weekly Discussion Post

- Submit a post and response by 11:59pm on Sunday

Weekly Assignment

- Submit the Weekly Assignment by 11:59pm on Sunday

Week 7: Cultural Narratives/Ideas

Discussion Section (TBD)

- Review discussion section material
- Complete mastery quiz by 11:59pm on Sunday
 - You will indicate your interest for the final group project!

Readings

- TBD

Lecture

- TBD

Weekly Discussion Post

- Submit a post and response by 11:59pm on Sunday

Weekly Assignment

- Submit the Weekly Assignment by 11:59pm on Sunday

Week 8: Omissions

Discussion Section TBD

- Review discussion section material
- Complete mastery quiz by 11:59pm on Sunday
- Meet with your group this week.
 - You will need to summarize your meeting for the weekly assignment due on Sunday night.

Readings

- Fryberg, S. A., & Eason, A. E. (2017). Making the invisible visible: Acts of commission and omission. *Current Directions in Psychological Science*, 26(6), 554-559.

Lecture

- TBD

Weekly Discussion Post

- Submit a post and response by 11:59pm on Sunday

Weekly Assignment

- Submit the Weekly Assignment by 11:59pm on Sunday

Week 9: Interactions

Discussion Section TBD

- Review discussion section material
- Complete mastery quiz by 11:59pm on Sunday

Readings

- Di Bernardo, G. A., Vezzali, L., Stathi, S., Cadamuro, A., & Cortesi, L. (2017). Vicarious, extended and imagined intergroup contact: A review of interventions based on indirect contact strategies applied in educational settings. *TPM-Testing, Psychometrics, Methodology in Applied Psychology*.
- Castelli, L., De Dea, C., & Nesdale, D. (2008). Learning social attitudes: Children's sensitivity to the nonverbal behaviors of adult models during interracial interactions. *Personality and Social Psychology Bulletin*, 34, 1504-1513.

Lecture

- TBD

Weekly Discussion Post

- Submit a post and response by 11:59pm on Sunday

Weekly Assignment

- Submit the Weekly Assignment by 11:59pm on Sunday

Week 10: Final Project Updates

Lecture

- TBD

Week 11: TBD

Promoting Change

Week 12: Promoting Change, Re-imagining the future, & Deep Dive #1: Race

Discussion Section (TBD)

- Review discussion section material
- Complete mastery quiz by 11:59pm on Sunday

Readings

- Markus, H. R. & Hamedani, M. G. (in press). People are culturally-shaped shapers: The psychological science of culture and culture change. In S. Kitayama & D. Cohen (Eds.), *The Handbook of Cultural Psychology* (2nd ed.).
- Hässler, T., Ullrich, J., Bernardino, M., Shnabel, N., Van Laar, C., Valdenegro, D., ... & Ugarte, L. M. (2020). A large-scale test of the link between intergroup contact and support for social change. *Nature Human Behaviour*, 4(4), 380-386.
- Payne, B. K., & Hannay, J. W. (2021). Implicit bias reflects systemic racism. *Trends in Cognitive Sciences*.
- Aboud, F. E., & Levy, S. R. (2000). Interventions to reduce prejudice and discrimination in children and adolescents. In S. Oskamp (Ed.) *Reducing prejudice and discrimination: The Claremont Symposium on Applied Social Psychology*. (pp. 269-293). Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

Lecture

- TBD

Weekly Discussion Post

- Submit a post and response by 11:59pm on Sunday

Weekly Assignment

- Submit the Weekly Assignment by 11:59pm on Sunday

Week 13: Deep Dive #2: Gender

Discussion Section TBD

- Review discussion section material
- Complete mastery quiz by 11:59pm on Sunday

Readings

- Bem, S. L. (2001). *An Unconventional Family*. Chapters 5 and 8. Yale University Press

Lecture

- TBD

Weekly Discussion Post

- Submit a post and response by 11:59pm on Sunday

Weekly Assignment

- Submit the Weekly Assignment by 11:59pm on Sunday

Week 14: Deep Dive #3: SES

Discussion Section TBD

- Review discussion section material
- Complete mastery quiz by 11:59pm on Sunday

Readings

- Ridgeway, C. L. (2014). Why status matters for inequality. *American Sociological Review*, 79, 1-16.

Lecture

- TBD

Weekly Discussion Post

- Submit a post and response by 11:59pm on Sunday

Weekly Assignment

- No Weekly Assignment

Week 15: Class Wrap-up

Discussion Section TBD

- Review discussion section material
- Complete mastery quiz by 11:59pm on Sunday

Readings

- If you haven't read the reading from last week yet (Ridgeway, 2014), please read that

Lecture

- TBD

Weekly Discussion Post

- Submit a post and response by 11:59pm on Sunday

Weekly Assignment

- Submit the Weekly Assignment by 11:59pm on Sunday

Week 16: Reading, Review, and Recitation (RRR) Week

Campus Resources

(Please note that this is not an exhaustive list of resources!)

General Campus and Community Resources

<https://sa.berkeley.edu/csi/campus-community-resources>

This page helps students navigate the campus & community resources, services, and processes offered at UC Berkeley, include those related to:

- Academics (e.g., academic advising, Student Learning Center)
- Accessibility and accommodations (e.g., Disabled Students' Program, or DSP)
- Equity and inclusion (e.g., Undocumented Student Program, Transfer Student Center)
- Financial Aid (e.g., Financial Aid & Scholarships Office)
- Food security (e.g., Basics Need Center, CalFresh @ Berkeley, Food Assistance Program)
- Housing and homelessness (e.g., Cal Housing, Emergency Housing) ● Mental

and physical health (e.g., Tang Center, which offers medical, social and counseling and psychological services)

- Safety and law enforcement (e.g., UC Berkeley and City of Berkeley Police Departments)
- Sexual violence and sexual harassment (e.g., PATH to Care Center)
- Student engagement (e.g., Career Center)
- University disputes, student conduct, and legal issues (e.g., Center for Student Conduct, Student Legal Services)

Resources for First-Generation College Students

<https://admissions.berkeley.edu/first-gen-resources>

Resources for first-generation college students, such as academic programs, leadership opportunities, comprehensive career services, expert tutoring and more.

Resources for the Black Community at Berkeley

<https://uhs.berkeley.edu/black-lives-matter>

Counseling and Psychological Services (CAPS) resources for Black and African American students (e.g., Counseling groups and workshops)

<https://uhs.berkeley.edu/blackhealthmatters/tang-staff>

Directory of Black-identified staff and providers at the Tang Center

<https://uhs.berkeley.edu/blackhealthmatters/campus-resources>

Campus Resources for the Black Community at Berkeley

<https://campusclimate.berkeley.edu/students/ejce/aasd/black-organizations-uc-berkeley>

List of Black organizations at UC Berkeley

Centers for Educational Justice & Community Engagement

(EJCE) <https://campusclimate.berkeley.edu/students/ejce>

The EJCE at UC Berkeley is a collaborative of offices and centers that advocate for, build capacity with and dialogue among and across diverse communities. (e.g., African American Student Development, Asian Pacific American Student Development, Chicana Latinx Student Development, Gender Equity Resource Center, Multicultural Community Center, Native American Student Development)

Resources for Formerly Incarcerated Students

<https://undergroundscholars.berkeley.edu/about>

Berkeley Underground Scholars (BUS) creates a pathway for incarcerated, formerly incarcerated and system impacted individuals into higher education. We are building a prison-to-school pipeline through recruitment, retention, and advocacy.

Resources for Students with Technology Needs

<https://technology.berkeley.edu/STEP>

The Student Technology Equity Program (STEP) provides free loaner laptops, Wi-Fi hotspots with paid data plans, web cameras, noise-cancelling headphones and other technology to students in need.

Organizations at Berkeley

<https://callink.berkeley.edu/organizations>

A list of nearly 1,500 organizations at UC Berkeley!

Student Organizations at Berkeley

<https://www.berkeley.edu/campus-life/student-organizations>

Student organizations at UC Berkeley, such as The Associated Students of the University of California (ASUC), Cal Rec Sports, Military Groups, and volunteering opportunities.

Resources for getting involved in research at UC Berkeley

<https://urap.berkeley.edu>

The Undergraduate Research Apprentice Program (URAP) is designed to involve undergraduates in research at the University and provides opportunities for students to work on projects with faculty, staff, and graduate student researchers.

<https://ulab.berkeley.edu>

The Undergraduate Laboratory (ULAB) introduces students to research at Berkeley and provides a social/mentoring experience for already advanced undergraduate researchers to learn from each other and develop professionally. The labs include Psychology and Cognitive Sciences, Physics and Astronomy, Health Sciences, and Data Science.