

GESM 130: The Psychology of Racial Bias
Fall 2020

MW 2-3:20pm

Online via Zoom

Professor: Stan Huey, Ph.D.

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so use email contact)

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Office Hours: Wednesdays 8-9:50am

Required Texts:

- Banaji, M. R., & Greenwald, A. G. (2016). *Blindspot: Hidden biases of good people*. New York: Random House Publishing Group. [hardback or paperback]
- Steele, Claude. (2010) *Whistling Vivaldi: And other clues to how stereotypes affect us*. New York: W.W. Norton & Company. [hardback or paperback]

Readings posted on Blackboard

Course Objectives:

- To provide an introduction to the study of race and racial bias from a psychological science perspective.
- To foster creative, critical, and informed thinking about the scope and origins of racial bias, its possible effects, and how to mitigate.

Course Mechanics: Our focus will be on reviewing the relevant empirical and theoretical work on racial bias, primarily from a psychological science perspective. Class meetings will consist of lecture, discussion, class demos, and student presentations.

Class Expectations: Regular attendance is expected. Students do not need to be experts on any of the covered issues, but I hope that you will come to class prepared to participate in thoughtful discussion. You are particularly encouraged to raise important questions and highlight relevant controversies.

Evaluation:	Discussion Papers (2)	20%
	Attendance/Participation	10%
	Quizzes	10%
	Final Paper (includes pre-assignments & presentation)	30%
	Group Project (includes pre-assignments & presentation)	30%
	Total	100%

Discussion Papers. You will be required to prepare 2 brief discussion papers (2 typed pages maximum, double-spaced) over the course of the semester concerning some aspect of one or more of the assigned readings. I encourage you not to wait until the due date to turn in papers. The purpose of these short discussion papers is to encourage you to think critically about the

assigned readings and to formulate reactions to readings as you read them. Your reactions to the papers could take many forms, including: critiquing or challenging the argument made by a particular author, discussing one of the assigned readings in relation to other readings assigned that week or in previous weeks, identifying and evaluating unexpressed assumptions in a reading, relating ideas in the readings to your own ideologies or independent readings, exploring the research implications of particular ideas, identifying the central theme of an article or set of readings, describing why you think this is especially interesting or important, and so on. *Papers will be due via email by 5pm on Mondays.* Any assignment not received by the due date is considered late. To encourage your timely completion of these assignments, *2 points will automatically be deducted from papers for each late day.* Thus, a paper turned in 2 days late will have 4 points deducted from the final paper grade.

Grading of these papers will be rather liberal (you will receive a grade of a ✓ [8pts], ✓+ [9pts], or ✓++ [10pts]). In each case, attention will be given to your ability to extract important ideas from the reading, your ability to expound upon and develop those ideas, the coherence of your argument and observations, and the quality and clarity of your writing. If your paper consists mostly of summarizing points made by the authors, you will *not* receive full credit. These papers will account for 20% of your grade (20 points). *Again, points will be deducted for late papers* (but see exception below).

Attendance and Participation. To facilitate learning of course content, students are expected to attend class regularly and engage in class demonstrations, discussions, and assignments (e.g., brief end-of-class essays). Class attendance and participation will make up 10% of your final grade (10 points).

Quizzes. To encourage you to keep up with the weekly readings, brief quizzes will be administered approximately 6 times throughout the semester. These quizzes will account for 10% of your grade (10 points). Do not be overly concerned if you miss 1 quiz since you will be allowed to drop your lowest scoring quiz from your final grade.

Final Individual Paper and Paper Presentation. During the final few sessions, you will each be required to give a 5-10 minute class presentation, which will be based on the final individual paper you write for this class.

The final paper should focus on a topic related to racial bias, construed broadly. Your paper should be no more than 10-15 double-spaced pages in length. A half-page summary of your paper is due during the 4th week of class. An outline (1-3 pages) of your paper and summary of 3 references are due during the 7th week of class. A “rough draft” is due during the 10th week of class. The final paper is due during the 12th week of class. The final paper and related assignments will be worth 30% of your grade.

Group Project. You are also required to work on a group project that somehow addresses the topic of racial bias. For example, one group might decide to carry out an experiment assessing how priming implicit race bias influences student social behavior. Another group might carry out a study addressing whether “cueing race” influences beliefs about the death penalty. And so on. Here’s the catch. *Your study must replicate a published, empirical study, at least in part!*

Group members need to collaborate in conceptualizing a project (due week 3), carrying out the project (initiate by week 6), doing a final write-up (due week 13), and presenting your findings to the class (due week 12 or 13). All projects must be approved by the instructor before proceeding. Again, your group project must fully or partly replicate a previously published study. Groups should include no fewer than 3 members and no more than 5.

The group project and related assignments are worth 30% of your grade. At mid-semester and end-of-semester, group members will grade each other in terms of project effort. Thus, your final grade on the project will be based on the grade received for the collective project, as well as ratings you receive from group members.

Late Papers. All paper assignments are due by *5pm on the dates identified below* (mostly Mondays). If you miss a paper deadline, points will be deducted. Exceptions to this policy will be considered in the event of a serious, unavoidable emergency (e.g., a medical emergency). If you miss a paper deadline you must contact the instructor within 24 hours of the deadline, and written proof of the serious emergency (e.g., letter from physician; copy of police accident report) will be required for an excuse ultimately to be considered. Please note that the following do NOT constitute serious, unavoidable emergencies: Oversleeping, intoxication, forgetting about the paper, the dog ate your paper, distress over a recent break-up with your girlfriend, experiencing a headache, test anxiety, etc.

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in GFS 120 and is open 8:30 a.m. – 4:30 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Due Dates for GESM 130:

<u>Week</u>	<u>Due Date</u>	<u>Assignment Due</u>
3	8/31	Idea Summary for Group Project
4	9/8*	Half-page Indiv Paper Summary
5	9/14	Discussion Paper #1
6	9/21	Group Project Initiated & Summary of Aims, Method, Roles
7	9/29*	Indiv Paper Outline & 3 References
9	10/12	Group Project Progress Report
10	10/19	Rough Draft of Indiv Paper
11	10/26	Discussion Paper #2
12	11/2	Final Individual Paper
13	11/9	Final Group Paper

*9/7 is Labor Day and 9/28 is Yom Kippur. For those weeks, assignments are instead due the following Tuesday.

Course Topics by Week:

<u>Week</u>	<u>Topic</u>
1	Introduction/Overview
2	Most Thinking is Automatic and Unconscious
3	Defining and Assessing Racial Bias
4	Are We Born Racist?
5	Interracial Interactions & Bias Costs
6	Employment and Housing
7	Policing and Criminal Justice
8	Media
9	Politics and Political Ideology
10	Education, Schooling, and Stereotype Threat
11	Reducing Bias in the “Lab” & the “Real World”
12	Presentations & Election Debrief
13	Presentations & Wrapup

Course Schedule and Reading Assignments

Note: Topics and reading assignments may change subject to the instructor’s discretion. All readings are from the assigned books or on Blackboard.

WEEK 1: Introduction (8/17; 8/19)

Plant, E.A., & Peruche, B.M. (2005). The consequences of race for police officers’ responses to criminal suspects. *Psychological Science*, *16*, 180-183.

Vogt, W.P., Gardner, D.C., & Haeffele, L.M. (2012). When to use experimental designs. In W.P. Vogt, D.C. Gardner, & L.M. Haeffele (Eds.), *When to use what research design* (pp. 48-64). New York: Guilford Press.

WEEK 2: Most Thinking is Automatic and Unconscious (8/24; 8/26)

Banaji, M. R., & Greenwald, A. G. (2016). *Blindspot: Hidden biases of good people*. New York: Random House Publishing Group. (Chapters 1, 2, & 3)

WEEK 3: Defining and Assessing Racial Bias (8/31; 9/2)

Banaji, M. R., & Greenwald, A. G. (2016). *Blindspot: Hidden biases of good people*. New York: Random House Publishing Group. (Chapters 4 & 5; Appendix 1)

Devos, T., & Banaji, M.R. (2005). American = White? *Journal of Personality and Social Psychology*, *88*, 447-466.

WEEK 4: Are We Born Racist? (9/9) [9/7 is a holiday, so NO CLASS!]

Amodio, D.M. (2014). The neuroscience of prejudice and stereotyping. *Nature Neuroscience*, *15*, 670-682.

- Ito, T. A. & Bartholow, B. D. (2009). The neural correlates of race. *Trends in Cognitive Science*, 13, 524–531. [OPTIONAL]
- Kelly, D.J., Quinn, P.C., Slater, A.M., Lee, K., Gibson, A., Smith, M., Ge, L., & Pascalis, O. (2005). Three-month-olds, but not newborns, prefer own-race faces. *Developmental Science*, 8(6), 31–36.
- Lieberman, M.D., Hariri, A., Jarcho, J.M., Eisenberger, N.I., & Bookheimer, S.Y. (2005). An fMRI investigation of race-related amygdala activity in African-American and Caucasian-American individuals. *Nature Neuroscience*, 8, 720-722.
- Quinn, P.C., Lee, K., & Pascalis, O. (2018). Perception of face race by infant: Five developmental changes. *Child Development Perspectives*, 12(3), 204-209. [OPTIONAL]

WEEK 5: Interracial Interactions & Bias Costs (9/14; 9/16)

- Apfelbaum, E.P., Norton, M.I., & Sommers, R.S. (2012). Racial color blindness: Emergence, practice, and implications. *Current Directions in Psychological Science*, 21, 205-209.
- Banaji, M. R., & Greenwald, A. G. (2016). *Blindspot: Hidden biases of good people*. New York: Random House Publishing Group. (Chapters 6 & 7)
- Richeson, J.A., & Shelton, J.N. (2007). Negotiating interracial interactions: Costs, consequences, and possibilities. *Psychological Science*, 16, 316-320.
- Norton, M.I., Sommers, S.R., Apfelbaum, E.P., Pura, N., Ariely, D. (2006). Colorblindness and interracial interaction: Playing the political correctness game. *Psychological Science*, 17, 949–53. [OPTIONAL]

BIAS CONSEQUENCES IN SPECIFIC DOMAINS

WEEK 6: Employment and Housing (9/21; 9/23)

- Bertrand, M. & Mullainathan, S. (2004). Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination. *American Economic Review*, 94(4), 991-1013. [OPTIONAL]
- Carpusor, A.G., & Loges, W.E. (2006). Rental discrimination and ethnicity in names. *Journal of Applied Social Psychology*, 36(4), 934–952.
- Pager, D., Western, B., & Bonikowski, B. (2009). Discrimination in a low-wage labor market: A field experiment. *American Sociological Review*, 74, 777-799. [OPTIONAL]
- Wolgast, S., Björklund, F., & Bäckström, M. (2018). Applicant ethnicity affects which questions are asked in a job interview. *Journal of Personnel Psychology*, 17(2), 66-74.
- Zhao, X., & Biernat, M. (2017). “Welcome to the U.S.” but “change your name”? Adopting Anglo names and discrimination. *Journal of Experimental Social Psychology*, 70, 59-68. [OPTIONAL]

WEEK 7: Policing and Criminal Justice (9/28; 9/30)

- Correll, J. Hudson, S.M., Guillermo, S., & Ma, D.S. (2014). The police officer’s dilemma: A decade of research on racial bias in the decision to shoot. *Social & Personality Compass*, 8(5), 201-213. [OPTIONAL]

- Eberhardt, J.L., Davies, P.G., Purdie-Vaughns, V.J., & Johnson, S.L. (2006). Looking deathworthy: Perceived stereotypicality of Black defendants predicts capital-sentencing outcomes. *Psychological Science, 17*(5), 383-386.
- Hetey, R.C., & Eberhardt, J.L. (2018). The numbers don't speak for themselves: Racial disparities and the persistence of inequality in the criminal justice system. *Current Directions in Psychological Science, 27*(3), 183-187.
- Payne, B.K. (2006). Weapon Bias: Split-second decisions and unintended stereotyping. *Current Directions in Psychological Science, 15*, 287-291.
- Plant, E.A., & Peruche, B.M. (2005). The consequences of race for police officers' responses to criminal suspects. *Psychological Science, 16*, 180-183.
- Rattan, A., Levine, C.S., Dweck, C.S., & Eberhardt, J.L. (2012). Race and the fragility of the legal distinction between juveniles and adults. *PLoS ONE, 7*(5). [OPTIONAL]
- Sommers, S.R., & Norton, M.I. (2008). Race and jury selection: Psychological perspectives on the peremptory challenge debate. *American Psychologist, 63*(6), 527-539. [OPTIONAL]
- Todd, A.R., Thiem, K.C., & Neel, R. (2016). Does seeing faces of young Black boys facilitate the identification of threatening stimuli? *Psychological Science, 27*, 384-393. [OPTIONAL]

WEEK 8: Media (10/5; 10/7)

- Arendt, F., Steindl, N., & Vitouch, P. (2015). Effects of news stereotypes on the perception of facial threat. *Journal of Media Psychology, 27*, 78-86.
- Tukachinsky, R., Mastro, D., & Yarchi, M. (2015). Documenting portrayals of race/ethnicity on primetime television over a 20-year span and their association with national-level racial/ethnic attitudes. *Journal of Social Issues, 71*(1), 17-38. [OPTIONAL]
- Weisbuch, M., Pauker, K., & Ambady, N. (2009). The subtle transmission of race bias via televised nonverbal behavior. *Science, 326*, 1711-1714.

WEEK 9: Politics and Political Ideology (10/12; 10/14)

- Clark, C.J., Liu, B.S., Winegard, B.M., & Ditto, P.H. (2019). Tribalism is human nature. *Current Directions in Psychological Science, 28*(6), 587-592.
- Craig, M.A., & Richeson, J.A. (2014). On the precipice of a "majority-minority" America: Perceived status threat from the racial demographic shift affects White Americans' political ideology. *Psychological Science, 25*, 1189-1197.
- Norton, M.I., & Sommers, S.R. (2011). Whites see racism as a zero-sum game that they are now losing. *Perspectives on Psychological Science, 6*, 215-218.
- Wilkins, C.L., & Kaiser, C.R. (2014). Racial progress as threat to the status hierarchy: Implications for perceptions of Anti-White bias. *Psychological Science, 25*(2), 439-446.

WEEK 10: Education, Schooling, and Stereotype Threat (10/19; 10/21)

- Okonofua, J.A., & Eberhardt, J.L. (2015). Two strikes: Race and the disciplining of young students. *Psychological Science, 26*(5), 617-624.

Steele, Claude. (2010) *Whistling Vivaldi: And other clues to how stereotypes affect us*. New York: W.W. Norton & Company. (Selected chapters)

BIAS MITIGATION

WEEK 11: Reducing Bias in the Lab & “Real World” (10/26; 10/28; 11/2)

- Banaji, M. R., & Greenwald, A. G. (2016). *Blindspot: Hidden biases of good people*. New York: Random House Publishing Group. (Chapter 8)
- Cohen, G. L., Garcia, J., Apfel, N. & Master, A. (2006). Reducing the racial achievement gap: A social-psychological intervention. *Science*, 313(5791), 1307-1310.
- Goyer, Cowan et al. (2019). Targeted identity-safety interventions cause lasting reductions in discipline citations among negatively stereotyped boys. *Journal of Personality & Social Psychology*, 117(2), 229-259. [OPTIONAL]
- Johnson, K.J., & Fredrickson, B.L. (2005). We all look the same to me: Positive emotions eliminate the own-race bias in face recognition. *Psychological Sciences*, 16, 875-881.
- Legault, L., Gutsell, J.N., & Inzlicht, M. (2011). Ironic effects of antiprejudice messages: How motivational interventions can reduce (but also increase) prejudice. *Psychological Science*, 22, 1472-1477.
- Kawakami, K., Dovidio, J. F., Moll, J., Hermsen, S. & Russin, A. (2000). Just say no (to stereotyping): Effects of training on the negation of stereotypic associations on stereotype activation. *Journal of Personality & Social Psychology*, 78, 871–888. [OPTIONAL]
- Lebrecht S, Pierce LJ, Tarr MJ, Tanaka JW (2009) Perceptual other-race training reduces implicit racial bias. *PLoS One*, 4, e4215. [OPTIONAL]
- Murrar S., Brauer M. (2018). Entertainment-education effectively reduces prejudice. *Group Processes & Intergroup Relations*, 21, 1053–1077. [OPTIONAL]
- Steele, Claude. (2010) *Whistling Vivaldi: And other clues to how stereotypes affect us*. New York: W.W. Norton & Company. (Selected chapters)

WEEK 12: STUDENT PRESENTATIONS & ELECTION DEBRIEF (11/4)

WEEK 13: STUDENT PRESENTATIONS (11/9; 11/11)