



College of Liberal Arts & Sciences

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Dear General Education Curriculum Committee,

Please find included the application for PSY:1501 *Everyone's a little bit biased: The science behind stereotyping, prejudice, and discrimination*. This course is proposed for the CLAS Diversity and Inclusion Core Area Outcome and is a new offering in the Psychological and Brain Sciences Department. The course is designed to introduce students to social psychological findings relevant to real-world examples of bias based on group membership. Students will receive an overview of the stereotyping and prejudice literature through scholarly readings written for non-scholarly consumers and hands-on activities of social psychological research. The course focuses on real-world examples of stereotyping, prejudice, and discrimination to illustrate the nuance of bias. A theme of the course is for students to recognize the potential bias in themselves as well as others and what can be done to diminish the consequences of this bias. The course will have a maximum enrollment of 30 students and will be offered at least once each year, although we anticipate offering the course each semester. The course will be taught by Dr. Kelly Danaher, a Social Psychologist with expertise in stereotyping and prejudice. Kelly has served at the University of Iowa for one semester as a Lecturer and eight years as a tenure-track faculty at Iowa Wesleyan University in the Department of Psychology.

The course has no prerequisites and targets any first-year student interested in the psychology of stereotyping and prejudice. The course is designed in such a way to scaffold learning by introducing psychological concepts at a basic level and building throughout the semester. Because the course topics may be controversial at times and inherently connected to individuals' sense of self, community, and worldview, the course is structured to create a supportive and inclusive environment. During the first week of the semester, the class will collaboratively create guidelines for class discussion, and ice breakers will be used throughout the course to establish camaraderie and open dialogue. The department goal in offering this course is to share important psychological findings to provide students the knowledge and skills to be better citizen in an increasingly diverse and complex world. The course is not required for the major; however, it may count toward the minor in psychology.

This proposal is respectfully submitted by Kelly Danaher with the support and approval of Shaun Vecera, Coordinator of Undergraduate Studies, and Mark Blumberg, Department Chair. Questions can be directed to Kelly (kelly-danaher@uiowa.edu) or Shaun (shaun-vecera@uiowa.edu).

Sincerely,



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PROPOSAL

A. Required GE Course Attributes

Evaluation and Feedback: Student performance will be evaluated early and frequently. Low-stakes quizzes will occur every two to three weeks and will involve multiple choice, fill-in-the-blank, matching, and/or short answer questions. The first quiz (see Appendix B for example questions) will be administered the third week of the semester to give students an opportunity early in the semester to assess their own learning. The quizzes are open-book, including any resources used in the class. Open-book quizzes have two goals: 1) Foster higher-order thinking through synthesis and application, 2) Encourage learning by frequently prompting students to review and integrate course concepts. Quizzes will be completed online outside of class. This will give the instructor time to review quizzes for areas of concern and use student performance to guide a short review during the next class meeting. A comprehensive final will be administered during finals week. A final bias reduction intervention project will require students to synthesize concepts from the entire course.

Students will complete numerous reading reflections and engagement activities to promote deep learning, to connect concepts to the real world, and to think about sensitive course topics prior to class. Students will summarize, apply, and question the readings in each reading reflection (see Appendix A under *Graded Activities* for detailed instructions). Engagement activities will have corresponding worksheets and ask students to complete online simulations or tutorials/videos illustrating course concepts (see Appendix C). Students will be graded on rubrics (see Appendix G) and will receive feedback as appropriate.

The instructor will request anonymous feedback from students early in the semester and consistently throughout. This is important to ensure the goals of the course are being met and that student needs are accommodated to facilitate learning.

Scaffolding: Student learning is scaffolding throughout the course by building from simple to more complex. Students will complete numerous open-book quizzes which will culminate in a comprehensive final exam. Readings will gradually increase in difficulty. The first reading is a short *Psychology Today* article that describes psychological research in a manner easy for students to understand. This reading will be followed by a textbook excerpt and by the preface to the course text—*Blind Spot: Hidden Biases of Good People*. The course culminates with students integrating the entire semester in an intervention project (see Appendix A under *Graded Activities*). The in-class activities are also scaffolded, starting with diversity-relevant icebreaker activities and progressing to activities that require student reflection and integration with course content. For example, an activity later in the semester asks students to shop for a birthday gift for a young girl or boy and to reflect on their choice and to consider their gift in relation to gender stereotypes. Examples of the activities appear in Appendices D and E.

Rubrics: See Appendix G for rubrics corresponding to the *Class Preparation and Participation* graded activities, which include reading reflections, engagement activities, and participation. Students will receive these rubrics at the start of the semester to clearly communicate student expectations.

Engagement Strategies: The course promotes student learning with a variety of instructional and assessment approaches. The course will be offered twice per week for 75 minutes to provide time for students to learn relevant course concepts, engage in application activities, and have open discussion and debriefing. Students are required to complete reading and corresponding activities to prepare for class. The course is designed to be hands-on, interactive, and discussion based (see Appendix D for an example). The instructor will implement numerous active-learning strategies—including think-pair-share, pictorial, fish-bowl discussions, case analysis—to foster engagement and inclusivity. Ice breakers will be implemented at the start of class and throughout the semester. The goal of these activities will be to foster connections among students and to get students talking within the first few minutes of class (see Appendix E). In-class participation is included in the course grade to encourage and reinforce active engagement of all students. Furthermore, in-class activities and prompt (e.g., Exit tickets; see Appendix F), engagement assignments, and quizzes will be used to assess student comprehension of course material.

Instructor's Research: The instructor is a Social Psychologist whose research examines how stereotyped identities shape experiences for members of stereotyped groups. The instructor's work focuses on understanding the detrimental consequences of stereotypes and prejudice, while highlighting how to buffer individuals from these negative outcomes.

Peer Learning: Several techniques will be implemented to foster learning among students. First, much of class time will involve collaborative interactions. For example, on day one, students will be asked to answer the question “Why do you think the course is titled *Everyone is a little bit biased?*” using the think-pair-share activity. Many activities involve group work. For example, on day three, students will sort cards listing course terms to create a concept map reflecting how concepts are related. Groups will come to a consensus and three to four groups will report out to the rest of the class. Exit tickets (see Appendix F) will be used to encourage synthesis and reflection. Furthermore, the instructor will use input from these tickets to guide subsequent review and discussion.

Technology: The course will be taught in the Psychological and Brain Sciences TILE classroom. Students will complete numerous online simulations in and out of class (e.g., Implicit Association Test in Appendix C).

B. GE CLAS Core Comprehensive Learning Outcomes

The *learning process will be highlighted* explicitly in discussion with the instructor and implicitly through the methods used to prompt learning. First, on day one, students will be asked to reflect on the course learning outcomes, their own goals, and what they need to do to accomplish the learning outcomes and personal goals. Furthermore, students are encouraged in the syllabus to be active participants and take responsibility of their learning (see Appendix A under *Course Structure*), and this participatory learning is supported by assigning points for contributions to in-class discussion. Students will be given advice on how to prepare for quizzes. Quizzes will be described as opportunities to demonstrate what the student has learned so that they can solidify their knowledge for the comprehensive final.

The last quarter of the course focuses on how social psychology can be used to *change experiences of stereotypes and prejudice in everyday context*. One of the main themes in this unit is that awareness of biases people harbor is the first step to changing or preventing these biases from having real world consequences. In addition, students will have the opportunity to practice intervention techniques (e.g. Jigsaw Classroom) and role play prejudice reduction strategies. For the final project, students will learn about five prejudice reduction strategies (see Appendix H) and will implement these strategies in their own experiences over a two-week period. Students will journal about the intervention strategies and the project will culminate in a PowerPoint presentation (Appendix A under *Graded Activities*)

Empirical research is the *main mode of inquiry in the field of psychology*. Students will learn about psychological research through course readings, class lectures, videos, and online simulations of studies. Students will be asked to think like a social psychologist by drawing conclusions about these main findings and applying the findings to everyday experiences. Application and synthesis will be prompted in the reading reflections, engagement activities, and quizzes. These assignments give students opportunities to practice their written communication. Students will practice informal oral communication during class discussions. Formal oral and written communication will be evaluated on the final project in which students create a PowerPoint presentation with voice over reflecting on the effectiveness of a bias reduction intervention in their own life (see Appendix A under *Graded Activities*).

C. GE CLAS Core Area Outcomes

Curriculum throughout the course highlights and examines typical psychological processes—e.g., individual’s tendency to categorize people, learn associations, and preferentially treat ingroup members—that have unintended and detrimental consequence that lead to the *structural basis of inequality*. For example, in week 8, students will complete the online Police Officer’s Dilemma, which is an online video game depicting the ease with which people incorrectly “shoot” an unarmed black man compared to an unarmed white man (for online simulation: <http://psych.colorado.edu/~jclab/FPST.html>). This example illustrates the extent to which individual

biases aggregate to create structural barriers based on race. Although the course focuses on processes unfolding at the individual level, real world examples will illustrate the *historical and structural bases of inequality*. For example, in week 11, students will read about the controversy surrounding confederate statues in Charlottesville, VA. Students will explore the hidden bias in these historical artifacts and how that manifests today to shape intergroup experiences.

The last fourth of the class explores intergroup contact and bias training to reduce prejudice and discrimination. This material explores the *benefits and challenges of diversity*. For example, in discussing Realistic Group Conflict, students will explore how interaction across groups can create hate and discrimination, and on the other hand, intergroup contact as reflected in the Jigsaw Classroom activity offers promise to lower bias through positive and productive interactions with diverse others.

A main theme throughout the course is for students to recognize their own bias. This goal aligns with the area outcome *Students reflect critically on their own social and cultural perspectives*. Reflection will be explicitly encouraged in the reading reflection assignments in which students are required to connect the reading to the real world (see syllabus section on “Graded Activities”). In addition, the final project consists of students implementing bias reduction techniques in their own life and writing journal reflections on the experience. Students then summarize and evaluate their experiences in a PowerPoint presentation with corresponding voice recording.

Through in-class activities and discussion, students will have the opportunity to *engage with people who have backgrounds or ideas different from their own*. Furthermore, the readings were intentionally selected to represent authors from diverse backgrounds. Although most are psychological scholars, many are persons of color whose perspectives likely offer a worldview different from that of the predominantly white University of Iowa students.

Appendix A: Syllabus**Everyone's a Little Bit Biased:
The Science Behind Stereotyping, Prejudice, and Discrimination (PSY: 1501)****Fall 2020 Syllabus**

Mondays & Wednesdays 10:30am-11:45am, TILE Classroom

Instructor: Dr. Kelly Danaher
Phone: 319-467-1692
E-mail: kelly-danaher@uiowa.edu (preferred mode of contact; allow at least 24 hours for a response)
Office: 172 Psychological & Brain Sciences Building (PBSB)
Walk-in Hours: I'm in my office often, so stop by when you have a chance. I will be in during office hours: Tuesdays & Thursdays 2:00-3:00; Wednesdays 11:30-12:30; or by appointment.

Department:

Department of Psychological and Brain Sciences: G60 PBSB Phone: 335-2406
Coordinator of Undergraduate Studies: Dr. Shaun Vecera, 176 PBSB Phone: 335-0839

Welcome to *Everyone's a Little Bit Biased!* This course will provide an overview of the social psychology of stereotyping, prejudice, and discrimination. We will explore key research findings in the field to understand the complexity and nuance of conscious and unconscious bias as it exists today. Course material will be sensitive and at times even threatening; as the title suggests, we all harbor stereotypes and prejudices that can have real world consequences. Through a psychological lens we will come to better understand these phenomena in ourselves and others with the hope of reducing the negative consequences of bias. Please let me know how I can further support your learning. I look forward to working with you this semester!

GENERAL COURSE INFORMATION

Course Description: This course examines people's tendencies to view and/or respond in favorable or unfavorable ways to individuals based solely on social group membership. Although commonly believed to be unfair, all humans are biased in consistent and pervasive ways. This course introduces social psychological concepts, underlying principles, and theories to better understand how stereotypic beliefs, prejudicial attitudes, and discriminatory actions impact individuals and reinforce social inequality. Students will read about key scientific findings in the field and engage in hands-on replications of these empirical studies to better recognize and understand bias in themselves and others. Students will actively participate to discuss and apply course material, complete activities in and out of class, reflect on textbook and other assigned readings, examine cultural artifacts, and demonstrate learning on quizzes and exams.

Course Prerequisites: There are no prerequisites for this course.

Course Learning Outcomes: By the end of this course, students will be able to:

- Differentiate stereotypes, prejudice, and discrimination

- Explain human tendencies that lead to bias
- Apply scientific findings to everyday experiences
- Identify the subtle manifestation and effects of bias in everyday life
- Compare measures of prejudice
- Implement techniques to reduce bias

Perspectives: I am a Social Psychologists, and as such, this course is taught through the lens of Social Psychological research and assertions. We will discuss examples of bias manifesting in real life settings. These examples—police shootings of black men; removing confederate statues in Charlottesville, Virginia—are controversial, and I expect many students will have strongly held views on these matters. Additionally, many of the examples focus on Black/White identities and experiences in the US as this is arguably the most pertinent intergroup context of today. It is also the most widely studied in Social Psychology. Although you may not agree with the conclusions I and other students draw about these examples and the course readings and activities, I ask that you remain open-minded to the course content and perspectives of others. I encourage you to express your thoughts even if those ideas disagree with my perspective. **Please share your perspective but do so in a respectful manner!**

COURSE COMPONENTS

Required Materials

Textbook: The book listed below is required for this course. Additional readings, provided by me, will be assigned throughout the semester. See the course schedule for readings and due dates.

Banaji, M., & Greenwalk, A. G. (2013). *Blind Spot: Hidden Biases of Good People*. New York, NY: Delacorte Press.

Course Website: ICON will be used for announcements, posting of course documents and material, and grades. Login to ICON at <https://icon.uiowa.edu/> using your HawkID. Please check ICON on a regular basis.

Course Structure

To accomplish our course learning outcomes, I have structured the course to facilitate your *active* engagement with course concepts, principles, theories, and research findings. This takes time and effort on your part, but your TA and I are here to help!

The course consists of readings, reflections, discussions, lecture, on-line simulations, worksheets, videos, group work, demonstrations and activities. Class time supplements readings by providing an opportunity to review, analyze, and apply course concepts. All readings are to be done prior to class (see syllabus schedule for details) to provide base knowledge for asking questions and thinking critically. Out-of-class engagement activities are designed to familiarize students with key research findings and psychological phenomena.

What is your role? Much of class time involves discussion of and reflection on sensitive topics. Respect and open-mindedness are necessary for creating a supportive learning environment in which all students can thrive. I request that you diligently follow classroom guidelines created by and agreed to by the class. It is also important that you take responsibility of your learning. This includes completing all assignments, studying, contributing to each class session, and reflecting on your *The instructor reserves the right to change the syllabus to accommodate the course and students throughout the semester.*

learning. For every 50 minutes in the classroom, plan to spend about two hours outside of class on course related work (including readings, studying, and assignments).

Attendance: As an important part of your learning is interacting with your peers in class. Attendance and participation in class is expected and is counted toward your course grade. Furthermore, you must be present on days when class assignments and quizzes are given to receive points.

Course Supports

Class Notes: Class notes will be available on ICON before the class in which the notes will be discussed. Class notes are not a substitute for attending class. Notes provide an outline and do not include details, examples, or illustrations that will occur during class. I recommend printing and using the outlines for note taking. Effective note taking will consist of listening, identifying important points, and summarizing in your own words. I expect that you take notes.

UI Academic Resources:

Writing Center: <https://writingcenter.uiowa.edu/>

Speaking Center: <https://speakingcenter.uiowa.edu/>

Tutor Iowa: <https://tutor.uiowa.edu/>

UI Student Supports:

Student Care & Assistance: (319) 335-1162; 135 Iowa Memorial Union;
<https://dos.uiowa.edu/assistance/>

University Counseling Service: (319) 335-7294; counseling.studentlife.uiowa.edu

Student Disability Services: (319) 335-1462; <https://sds.studentlife.uiowa.edu/>

Sexual Misconduct Response Coordinator: (319) 335-6200; <https://osmrc.uiowa.edu/>

Office of Equal Opportunity and Diversity: (319) 335-0705; <https://diversity.uiowa.edu/office/equal-opportunity-and-diversity>

Graded Activities

Class Preparation and Participation

Reading Reflections: An important component of the course is completing readings to prepare for class. You will complete a reading reflection corresponding to readings I select for each week of the semester (see the syllabus for due dates). Reflections are to be typed and responses to the below prompts are to be in complete sentences. Reflection are due at the start of class. In each reading reflection, students will:

- a) Summarize three main points from the reading(s) showing that you understand the critical ideas presented by the author(s). Do not quote the readings as this reflects mindless copying. Use your own words to summarize the main ideas.
- b) Discuss two concrete ways in which you connected with the reading. This could be describing a real life example illustrating a main point, explaining how the reading changed a previously held belief, disagreeing with a main point, or arguing for the importance of information in the readings to create social/personal change.
- c) Ask one thoughtful question inspired by the reading. This question should not be one that is answered in the reading. The goal is to create a question that goes beyond the readings to illustrate critical thinking. We will use these questions for class discussion.
(adapted from Pena-Shaff, J. B.; Project Syllabus)

The instructor reserves the right to change the syllabus to accommodate the course and students throughout the semester.

You will have the opportunity to complete 14 reflections throughout the semester. Twelve of the reflections will go toward your final grade and will be worth 15 points each, while any additional assignments will be counted as extra credit. I will determine the worth of each assignment for extra credit.

Engagement Activities: Engagement activities will be completed out of class at my discretion. These may involve online simulations, videos, or real-world observations and will have a corresponding worksheet for reflection. These activities are designed to familiarize students with key research findings and psychological phenomena. These assignments stimulate practice, application, and critical thinking to help you better understand concepts that will be discussed in class. Detailed instructions for each activity will be provided, and I will specify the due date. You will have the opportunity to complete six activities throughout the semester. Each will be worth 30 points.

Participation: Active participation in class is important. I ask that you attend all classes, prepare for class, and actively engage with me, classmates, and yourself (yes, ask yourself questions!) during class. We will meet 29 times this semester. Twenty-five of those class meetings will count toward your grade in the class. This means that you can miss class for whatever reason without it harming your grade. Each class participation will be worth six points for a total of 150 points. Participation is defined as engaging in class discussion, group work, activity reflections, worksheets, and simulations. Students who are sleeping, texting, using their cell phones, talking inappropriately, working on other course work or otherwise engaged in other activities will not receive participation points for that day. To receive full points, students must arrive and leave on time and follow the course guidelines agreed by the class.

Evaluation of Student Learning

Quizzes: You will demonstrate what you've learned on six quizzes. Quizzes will consist of multiple choice, fill-in-the-blank, matching, and/or short answer. Quizzes will cover material from readings, class time, assignments, activities, and demonstrations. Timed quizzes will be administered online via ICON and are to be completed by Friday at noon on the due date (see the Course Schedule for dates). Quizzes will be worth 50 points each; the lowest quiz score will be dropped. In other words, your five highest quizzes will count toward your final grade.

You will have 30 minutes to complete the quiz. The quiz will be available 24 hours prior to the due date. Course material, including notes, readings, reflections, worksheets, can be used on quizzes. Open-note and open-book quizzes provide an opportunity for students to get the course concepts and ideas to "stick". Success on quizzes will necessitate actively reviewing course material *before* a quiz. The instructor will review quiz performance to guide class discussion in the next class. The first part of the following class will be used to review course content corresponding to the quiz.

If you are unable to complete a quiz, you will not have an opportunity to take a make-up quiz, excluding circumstances in accordance with CLAS and UI policy (see sections "Lateness" and "Absences and Attendance" for details), and you will receive zero points for that quiz.

Final Exam: The final exam will be cumulative and consist of multiple choice, short answer, and essay questions. This exam will be administered in-person on paper. The final exam will be worth 120 points. It will be administered according to the final exam schedule, which is announced by the Registrar about the fifth week of classes. The date, time, and location of the final exam will be announced during class, but it is your responsibility to know this information. Please bring a #2 pencil and your student ID to the final.

The instructor reserves the right to change the syllabus to accommodate the course and students throughout the semester.

Intervention Project: The final semester project will be a reflection on your experience implementing a prejudice reduction intervention. Prior to Week 12, in which you will learn about specific intervention techniques to lower implicit and explicit bias, you will take an intergroup Implicit Association Test (e.g., sexuality, age, race, or weight IATs) of your choice and complete a Concern About Discrimination measure. The goal of this is to measure your level of bias prior to implementing prejudice reduction techniques. You will then implement the techniques in your day-to-day life and keep a journal with at least four entries per week reflecting on your use of strategies. Each entry will contain a summary of the real-world example, description of the technique used, and reflection on effectiveness. At the end of two weeks implementing the techniques and keeping a journal, you are to retake the IAT and Concern About Discrimination measure. The intervention project will culminate in a PowerPoint presentation with voice over reflection of the course and your intervention. Detailed instructions will be provided.

Grading System

Your final course grade will consist of each of the above-mentioned graded activities and will be computed as follows. Grades for each assignment will be posted in ICON. Periodically check your grades. If you believe there is a mistake, please contact me or your discussion leader immediately.

Graded Activities	Each Worth	Total Points	Total %
Reading Reflections (12 out of 14; lowest score dropped)	15pts (1.5%)	180	18%
Engagement Activities	30pts (3%)	180	18%
Participation (25 out of about 29)	6pts (.06%)	150	15%
Quizzes (5 out of 6 quizzes; lowest score dropped)	50pts (5%)	250	25%
Intervention Paper	120pts (12%)	120	12%
Final Exam	120pts (12%)	120	12%
<i>Total points possible</i>		1000	

The following scale based on criterion referenced grading will be used to calculate final grades. Note that A+ are given only for extraordinary performance.

A+	99-100%	B-	80-82%	D	63-66%
A	93-98%	C+	77-79%	D-	60-62%
A-	90-92%	C	73-76%	F	59% or below
B+	87-89%	C-	70-72%		
B	83-86%	D+	67-69%		

CLASS CONDUCT AND POLICIES

Respect: We should strive to respect and value the diversity that exists on campus (e.g., age, gender, ethnicity, national origin, disability, weight, geographic background, socioeconomic status, political orientation, and sexual orientation). Our class is a place for active engagement with ideas, and as such, it should be an environment where all can ask questions and discuss relevant topics in an open and accepting manner. While we may sometimes disagree with each other on topics discussed in class, it is

The instructor reserves the right to change the syllabus to accommodate the course and students throughout the semester.

important that we remember that appreciating diversity in perspectives and opinions is an important part of the learning process. I ask that you respect me, your classmates, yourself, and the course. If you ever feel that you have not been given the respect you deserve, please let me know.

Electronic Devices: Part of respecting the class is providing me and your classmates your full attention. To ensure this, please silence your cell phones and all other electronic devices. Use of these devices is distracting for you and me! Laptops, ipads, and other electronic devices cannot be used during lecture or discussion section. At times, we may use technology to access ICON or other online platforms. As soon as we are done using a device, please put it away.

Lateness: The general class policy is that NO MAKEUP work will be offered, and NO LATE ASSIGNMENTS will be accepted. However, in extremely rare “unavoidable circumstances”, some arrangements may be possible for making up missed work. This will be based on my discretion in accordance with CLAS and UI policy (see the below section “Absences and Attendance” for details).

If circumstances can be foreseen, such as an UI authorized activity, you should talk to me before a due date to discuss arrangements. Students with mandatory religious or holy day obligations must communicate this within the first three weeks of classes. I will likely request that all work be submitted prior to an absence.

According to UI policy, students can make up exams due to illness, religious and holy day obligations, university-sponsored activities, or unavoidable circumstances. In such cases, exams will be administered within two business days of the regularly scheduled administration.

In any circumstance, as soon as possible, submit the “Absence Explanation Form” via email to me. Out of fairness to students who complete work on time, any (rare) approved makeup activity will not necessarily be the same that was given to other students, and the makeup work must be completed within a reasonable time, as determined by me (usually prior the next class meeting).

Collaboration: You will be asked to work with your peers in class. This is an opportunity to collaborate with your peers to better learn course concepts. It is expected that you put forth the best of your ability to contribute to these opportunities. It is also expected that you follow the course guidelines as defined by the class at the start of the semester and that you remain respectful and open-minded. Any course work (e.g., exams, papers, worksheets, reflection) should represent your own thoughts and voice. This means that any work handed in to me should not match any other student’s work.

COLLEGE OF LIBERAL ARTS AND SCIENCES INFORMATION AND POLICIES

Absences and Attendance: Students are responsible for attending class and for contributing to the learning environment of a course. Students are also responsible for knowing their course absence policies, which will vary by instructor. All absence policies, however, must uphold the UI policy related to student illness, mandatory religious obligations, including Holy Day obligations, unavoidable circumstances, or University authorized activities (<https://clas.uiowa.edu/students/handbook/attendance-absences>). Students may use this absence form to aid communication; the instructor will decide if the absence is excused or unexcused (<https://clas.uiowa.edu/sites/default/files/ABSENCE%20EXPLANATION%20FORM2019.pdf>).

Academic Integrity: All undergraduates enrolled in courses offered by CLAS have, in essence, agreed to the College's Code of Academic Honesty. Misconduct is reported to the College, resulting in suspension or other sanctions, with sanctions communicated with the student through the UI email address (<https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code>).

The instructor reserves the right to change the syllabus to accommodate the course and students throughout the semester.

Accommodations for Disabilities: UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as mental health, attention, learning, vision, and physical or health-related condition) by registering with Student Disability Services (SDS). The student is then responsible for discussing specific accommodations with the instructor. More information is at <https://sds.studentlife.uiowa.edu/>.

Administrative Home of the Course: The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second-grade-only option, and related policies. Other colleges may have different policies. CLAS policies may be found here: <https://clas.uiowa.edu/students/handbook>.

Communication and the Required Use of UI Email: Students are responsible for official correspondences sent to the UI email address (uiowa.edu) and must use this address for all communication within UI (Operations Manual, III.15.2).

Complaints: Students with a complaint about an academic issue should first visit with the instructor or course supervisor and then with the Chair of the department or program offering the course; students may next bring the issue to the College of Liberal Arts and Sciences. For more information, see <https://clas.uiowa.edu/students/handbook/student-rights-responsibilities>.

Final Examination Policies: The final exam schedule is announced around the fifth week of classes; students are responsible for knowing the date, time, and place of a final exam. Students should not make travel plans until knowing this information. No exams of any kind are allowed the week before finals. Visit <https://registrar.uiowa.edu/final-examination-scheduling-policies>.

Nondiscrimination in the Classroom: UI is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, religious or other identities. Toward this goal, students are invited to optionally share their preferred names and pronouns with their instructors and classmates. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University's Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity (diversity.uiowa.edu).

Sexual Harassment: Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community must uphold the UI mission and contribute to a safe environment that enhances learning. Incidents of sexual harassment must be reported immediately. For assistance, please see <https://osmrc.uiowa.edu/>.

Course Schedule*

	Topic and Readings	Assignment
<u>Week 1</u> Aug 24 (M)	Syllabus; Introductions; Everyone's a Little Bit Biased?	
Aug 26 (W)	Social Identities; Establishing Class Guidelines <ul style="list-style-type: none"> • Reading: Warnick, M. (2016). Where do you really come from?...and why your feelings about rival places matter so much. <i>Psychology Today</i>. 	Reading Reflection #1
<u>Week 2</u> Aug 31 (M)	Prejudice Defined <ul style="list-style-type: none"> • Reading: Kite & Whitley Ch. 1 ps. 1-22 	
Sept 2 (W)	Targets & Perpetrators of Prejudice <ul style="list-style-type: none"> • Readings: Kite & Whitley Ch. 1 ps. 23-41 Banaji & Greenwalk (2013). Preface 	Reading Reflection #2 QUIZ 1 (Friday at Noon)
<u>Week 3</u> Sept 7 (M)	NO CLASS: Labor Day	
Sept 9 (W)	Measuring Racism Across Time <ul style="list-style-type: none"> • Reading: Banaji & Greenwalk (2013). Appendix 1: Are Americans Racist? 	Reading Reflection #3
<u>Week 4</u> Sept 14 (M)	Implicit Association Test: Measuring what's below the surface <ul style="list-style-type: none"> • Reading: Banaji & Greenwalk (2013). Chapter 3: Into the Blindspot. pp. 32-46 	
Sept 16 (W)	Implicit Bias: Does it Matter? <ul style="list-style-type: none"> • Reading: Banaji & Greenwalk (2013). Chapter 3: Into the Blindspot. pp. 46-52 	Reading Reflection #4

The instructor reserves the right to change the syllabus to accommodate the course and students throughout the semester.

<p><u>Week 5</u> Sept 21 (M)</p> <p>Sept 23 (W)</p>	<p>The Two Track Mind: Reflective (Explicit) and Automatic (Implicit) Processing</p> <ul style="list-style-type: none"> Reading: Banaji & Greenwalk (2013). Chapter 4: “Not That There’s Anything Wrong with That!” <p>The Importance of Categorization, but Fluidity of Categories</p> <ul style="list-style-type: none"> Reading: Chen, M. C. (2018). Why people ask, “What are you?”. <i>Psychology Today</i>. Retrieved from https://www.psychologytoday.com/us/blog/race-in-new-world/201811/why-people-ask-what-are-you 	<p>Reading Reflection #5</p> <p>QUIZ 2 (Friday at Noon)</p>
<p><u>Week 6</u> Sept 28 (M)</p> <p>Sept 30 (W)</p>	<p>Who? Face Recognition Across Race</p> <ul style="list-style-type: none"> Reading: Eberhardt, J. L. (2019). Chapter 1: Seeing each other. <i>Biased: Uncovering the Hidden Prejudice that Shapes What We See, Think, and Do</i>. New York: Viking <p>Basic Cognitive Function: Categorization & Stereotypes</p> <ul style="list-style-type: none"> Reading: Banaji & Greenwalk (2013). Chapter 5: Homo Categoricus 	<p>Reading Reflection # 6</p>
<p><u>Week 7</u> Oct 5 (M)</p> <p>Oct 7 (W)</p>	<p>The Power of The Good, The Bad, and The Ugly Stereotypes</p> <ul style="list-style-type: none"> Reading: Banaji & Greenwalk (2013). Chapter 6: The Hidden Costs of Stereotypes <p>Person Perception/Judgments</p> <ul style="list-style-type: none"> Reading: Eberhardt, J. L. (2019). Chapter 3: A Bad Dude. <i>Biased: Uncovering the Hidden Prejudice that Shapes What We See, Think, and Do</i>. New York: Viking 	<p>Reading Reflection #7</p> <p>QUIZ 3 (Friday at Noon)</p>
<p><u>Week 8</u></p>	<p>Microaggressions:</p>	<p>Reading Reflection #8</p>

Oct 12 (M)	<ul style="list-style-type: none"> Reading: Harwood, S. A., Choi, S., Orozco, M., Browne Huntt, M., & Mendenhall, R. (2015). Racial microaggressions at the University of Illinois at Urbana-Champaign: Voices of students of color in the classroom. University of Illinois at Urbana-Champaign. http://hdl.handle.net/2142/79010 	
Oct 14 (W)	<p>The Police Officers Dilemma</p> <ul style="list-style-type: none"> Reading: Markman, A. (2018). Studying Possible Race Bias in Officer-Involved Shootings: What can social psychology teach about officer-involved shootings? <i>Psychology Today</i> 	
<u>Week 9</u> Oct 19 (M)	<p>Stereotype Threat</p> <ul style="list-style-type: none"> Reading: Steele, C. (2010). Chapter 1: An Introduction: At the Root of Identity. <i>Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do</i>. New York & London: W. W. Norton & Company 	Reading Reflection #9
Oct 21 (W)	<p>My Group is the Best</p> <ul style="list-style-type: none"> Reading: Banaji & Greenwalk (2013). Chapter 7: Us and Them. pp. 123-135 	
<u>Week 10</u> Oct 26 (M)	<p>Minimal Groups Paradigm</p> <ul style="list-style-type: none"> Reading: Banaji & Greenwalk (2013). Chapter 7: Us and Them. pp. 135-144 	Reading Reflection #10
Oct 28 (W)	<p>Realistic Group Conflict</p> <ul style="list-style-type: none"> Reading: McLeod (2008). Robbers Cave. <i>Simply Psychology</i>. 	QUIZ 4 (Friday by Noon)
<u>Week 11</u> Nov 2 (M)	<p>Hate Groups & Art</p>	Reading Reflection #11

Nov 4 (W)	<ul style="list-style-type: none"> Reading: Eberhardt, J. L. (2019). Chapter 9: Higher Learning. <i>Biased: Uncovering the Hidden Prejudice that Shapes What We See, Think, and Do</i>. New York: Viking <p>Racial Anxiety in Interracial interactions</p> <ul style="list-style-type: none"> Reading: Steele, C. (2010). Chapter 10: The Distance Between us: The role of identity threat. <i>Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do</i>. New York & London: W. W. Norton & Company 	
<u>Week 12</u> Nov 9 (M)	<p>Reducing Implicit Bias</p> <ul style="list-style-type: none"> Reading: Reading: Banaji & Greenwalk (2013). Chapter 8: Outsmarting the Machine 	Reading Reflection #12
Nov 11 (W)	Reducing Bias: Intervention Training	QUIZ 5 (Friday by Noon)
<u>Week 13</u> Nov 16 (M)	<p>Who gets to be Educated?</p> <ul style="list-style-type: none"> Reading: Eberhardt, J. L. (2019). Chapter 8: Hard Lessons. <i>Biased: Uncovering the Hidden Prejudice that Shapes What We See, Think, and Do</i>. New York: Viking 	Reading Reflection #13
Nov 18 (W)	Intergroup Contact & Jigsaw Classroom	
<u>Week 14</u> Nov 23 (M)	No Class: Thanksgiving Break	THANKSGIVING BREAK
Nov 25 (W)	No Class: Thanksgiving Break	
<u>Week 15</u> Nov 30 (M)	The Effectiveness of Workplace Trainings and Starbucks	Reading Reflection #14

The instructor reserves the right to change the syllabus to accommodate the course and students throughout the semester.

Dec 2 (W)	<ul style="list-style-type: none"> • Reading: Eberhardt, J. L. (2019). Chapter 10: The Bottom Line. pp. 276-293 <p>Bias in the Workplace</p> <ul style="list-style-type: none"> • Reading: Eberhardt, J. L. (2019). Chapter 10: The Bottom Line. pp. 261-275 	QUIZ 6 (Friday by Noon)
<u>Week 16</u> Dec 7 (M)	Project Workday	
Dec 9 (W)	Course Review and Wrap	PROJECT PAPER (Friday by Noon)
<u>Week 17</u> Dec 14-18	Final	FINAL

*This course schedule is likely to change based on the needs of students. Any changes will be communicated in class or ICON.

Appendix B: Example Quiz

Multiple Choice & Matching-17 questions (2 points each)

Instructions: Select the best (one) answer to each question of the following questions.

1. Salvador was born and raised in a small Iowan town. He is a freshman who is talking to other UI freshmen from all over the US and world. Since Salvador just met these other students, one asks where Salvador is from. What is his likely response? He will give his _____.
 - a. Hometown
 - b. State
 - c. The dorm he lives in
 - d. Where his parents were born

2. Julie identifies herself as a black, heterosexual woman. Her self description best illustrates which phenomenon?
 - a. Outgroup Identification
 - b. Intersectionality
 - c. Self-esteem
 - d. Isms

3. Cialdini and his colleagues (1976) counted the number of college insignia T-shirts worn by university students on the Monday after their teams played football. These researchers found that students were more likely to wear such shirts after victories than after losses. These findings suggest that _____.
 - a. in-group identification is a source pride and self-esteem
 - b. minimal categorization can have effects on competition
 - c. in-groups can provide support after setbacks
 - d. the establishment of in-group bias can contribute to intergroup conflict

4. Which of the following best defines *race*?
 - a. Biological Categories
 - b. Genetic Categories
 - c. Social Categories
 - d. Ingroup Categories

5. If someone from Texas and someone from Massachusetts were asked about their stereotypes of Hollywood actors, they would probably have remarkably similar stereotypes. This is because stereotypes are perpetuated in a culture on a large scale through _____.
 - a. heredity
 - b. religion
 - c. the media
 - d. politicians

6. All the following are examples of heterosexual privilege *except*
 - a. Never being questioned about sexual orientation
 - b. Working hard to maintain a romantic relationship
 - c. Showing physical affection in public
 - d. Displaying pictures of a romantic partner in the office
7. Age prejudice is always negative in connotation.
 - a. True
 - b. False
8. All the following are characteristics of stereotypes *except*
 - a. Having a “kernel of truth” to them
 - b. Dictating what members of stereotyped groups should do
 - c. Always being negative in nature
 - d. Describing characteristics of stereotyped group members
9. Having knowledge of stereotypic beliefs will _____ lead people to be prejudiced.
 - a. Always
 - b. Sometimes
 - c. Never
10. Individuals are always aware of the biases they hold.
 - a. True
 - b. False
11. According to the Cognitive theory of prejudice, prejudice is an outcome of _____.
 - a. Typical thought processes
 - b. Intergroup relations
 - c. Social norms
 - d. All of the above
12. Prejudicial attitudes and a belief system based on group superiority that have an accompanying set of behaviors best defines which phenomenon?
 - a. Stereotypes
 - b. Discrimination
 - c. Isms
 - d. Bias
13. According to the course textbook. “Good people” refers to individuals who are
 - a. Morally correct
 - b. Not biased
 - c. Educated
 - d. Well intentioned

14. One of the hazards of institutional discrimination is that it is _____.
- so blatant that out-groups refuse to participate in the system
 - so subtle that we don't even notice the influence on our behavior
 - widely endorsed by those in powerful positions
 - more prevalent during times of economic and social uncertainty

Matching the following terms with each example.

- | | |
|--------------------------|--|
| 15. _____ stereotype | a. Jaylen feels mistrustful of and uncomfortable around people from the Middle East. |
| 16. _____ prejudice | b. Maria seldom hangs out with people who are not Catholic. |
| 17. _____ discrimination | c. Lilah believes that women are smarter than men. |

Short Answer-4 questions (4 points each)

Instructions: Respond to each of the following questions in two to three sentences.

- Warnick (2016) states that there is a “dark side” to social identity. Explain how group membership contributes to bias?
- Why, in the United States, is prejudice generally assumed to refer to Whites’ prejudice against Blacks?
- What is your strongest place identity and why?
- Based on class discussion and course readings, explain why the course is titled *Everyone is a little bit biased*?

Appendix C: Example Engagement Activity

Implicit Association Test Due at the start of class September 14th

Instructions: Read chapter 3 of Banaji and Greenwald. Complete the **Age Implicit Association Test (IAT)** at the website *Project Implicit*. The link to this website can be found on ICON. Then answer the following questions. Make sure to fully read the information provided at the end of the study.

1. What were your results on the IAT? Are these what you expected?
2. You reported your explicit preference before taking the IAT. Did your explicit preference match your IAT results? Explain.
3. Based on the results reported at the end of the IAT, what are the typical/average results for most people?
4. According to Banaji and Greenwald, what do the results in #3 suggest about prejudice toward older adults?
4. Why do you think causes the results in #3?

Appendix D: Example in-class activity

Shopping Activity: Gender Roles and Toys

Instructions: Go to [amazon.com](https://www.amazon.com) or [toysrus.com](https://www.toysrus.com). Your task is to find a gift for a little boy who is about to celebrate his 5th birthday. Choose any toy in the \$15-20 range.

Describe your toy:

Discussion Questions

1. Describe the process you used to select the toy you decided on. What factors influenced your decision?
2. Compare your toy to your neighbors. How are they similar and how are they different?
3. Do these similarities and differences imply expectations of what it means to be a boy or girl?
4. As a child, what toys did you play with? Were these toy selections at all influenced by your parents, the media, or friends? Why or why not? Were these toys similar to or different from the toy you selected?
5. How might the choices parents make about their children's toys or movies influence the child's beliefs about the appropriate roles for women and men or boys and girls?
6. Do you think children who play with toys designed for the other sex are treated differently from children who play with gender-typical toys? Why or why not?

Shopping Activity: Gender Roles and Toys

Instructions: Go to amazon.com or toysrus.com. Your task is to find a gift for a little girl who is about to celebrate her 5th birthday. Choose any toy in the \$15-20 range.

Describe your toy:

Discussion Questions

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5. How might the choices parents make about their children's toys or movies influence the child's beliefs about the appropriate roles for women and men or boys and girls?
6. Do you think children who play with toys designed for the other sex are treated differently from children who play with gender-typical toys? Why or why not?

Appendix E: Example Ice Breakers

Person Scavenger Hunt (Day 1)

Time Required – 15 minutes (10 minutes for the activity, 5 minutes for the debriefing)

Objectives

1. Interact to establish comfort
2. Learn names
3. Discover similarities and differences
4. Exposure to types of social identities
5. Establish personal connection with course content

Activity

Using the “Find someone who” handout (see below) students find a classmate whose name applies to each box. No name can appear more than once per handout.

Debriefing Questions

1. What were you most surprised about when doing this activity?
2. Were there any boxes you could not fill in? What does that suggest about the people in this class?
3. Were there any boxes everyone fit into? How do you interpret that?

Find someone who...

has siblings.	knows how to take notes during lecture (you be the judge!).	knows someone who has been homeless.	considers themselves middle class.	knows what LGBTQA means.
speaks a language other than English.	has attended a non-Christian religious service.	is a psychology major.	has visited another country.	is planning to join a student organization this year.
has a parent who completed college.	provides a reasonable definition of Bias (you be the judge!).	Considers themselves a Midwesterner.	attended a high school with more than 3,000 students.	has mixed racial heritage in their family.

--adapted from: Kathy Marian, Friends University, 2003 and
<http://www.uww.edu/learn/diversity/discoveryhunt.php>

What Do We Have in Common? (Day 2)

--adapted from <http://www.volunteerpower.com/resources/Icebreaker.asp>

Time Required – 10 minutes (5 minutes for the activity, 5 minutes for sharing & debriefing)

Objectives

1. Interact to establish comfort
2. Learn names
3. Discover similarities to highlight common identities

Activity

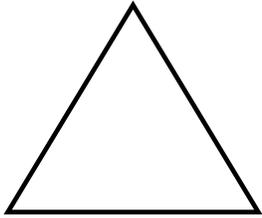
- Have everyone get in groups of 3-4 and stand in a circle. Students introduce themselves to each other.
- Students have two minutes to find five distinctive things that they all have in common. The three things cannot be job related or obvious (e.g., all women). Examples: All born in the same city, all have two siblings, all show an animal at the fair.
- Have the first groups that finish sit down. When the two minutes are up, tell the first three
- groups to introduce themselves to the class and find out what they have in common.

Debriefing Questions

1. What did you learn from this experience?
2. How does this activity relate to the reading for today?

Appendix F: Exit Ticket

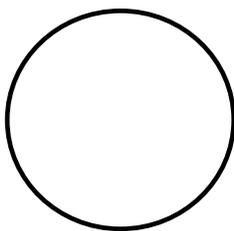
This point is really clear:



This squared with things I already know:



This idea is still circling in my head:



Appendix G: Class Preparation and Participation Rubrics

Reading Reflection Rubric (15pts x 12 classes)

Points	Depth of reading	Points	Completeness
7.5	Responses are thorough and reflect critical reading of the source	7.5	Completes all three aspects of reflection in an articulate and grammatically correct narrative form
5	Response do not reflect a complete read of the source or reflect a surface level skimming of the source	5	Completes most aspects of reflection in a mostly articulate and grammatically correct narrative form
2.5	Responses are mostly from students' own perspective and does not appear to have read	2.5	Completes some aspects of reflection but is hard to understand or not in students' own words
0		0	

Engagement Activity Rubric (30pts x 6 assignments)

Points	Depth of engagement	Points	Completeness of worksheet
15	Responses are thorough and reflect full and engaged completion of activity (e.g., online simulation, video, reading)	15	Completes all aspects of worksheet in an articulate and grammatically correct narrative form
10	Response reflect surface or not complete engagement of activity	10	Completes most aspects of worksheet in a mostly articulate and grammatically correct narrative form
5	Responses are not relevant to activity and does not appear to have completed the activity	5	Completes some aspects of worksheet but is hard to understand
0		0	

Participation Rubric (6pts x 25 classes)

Points	Attendance	Points	Participation
3	Present entire class.	3	Actively contributed (e.g., asked a question, completed assigned activities or reflection, discussed with group or partner)
1.5	Present but late or left early	1.5	Contributed but got off track (i.e., not relevant to class) or engaged in other tasks (e.g., on phone or talking out of turn)
0	Absent	0	Did not contribute and engaged in other tasks (e.g., on phone or talking out of turn)

Devine's Prejudice Habit-Breaking Intervention

Modified from Devine, Forscher, Austin, and Cox (2012) & Forscher, Mitamura, Dix, Cox, and Devine (2017)

Appendix H: Breaking the Prejudice Habit Intervention

In many ways, the research reviewed in this course is discouraging because it suggests that even people who want to treat members of stereotyped groups fairly can act in biased ways. This has led some researchers to explore whether it is possible to reduce biases resulting from automatic stereotypes. Here there is some good news. If a few conditions are met, it is possible to reduce automatic bias.

Specifically, people can reduce automatic bias if they:

- (1) are motivated to overcome the bias
- (2) become aware of their bias and why it exists
- (3) are able to detect the subtle influence of stereotypes
- (4) learn and practice strategies that help reduce automatic bias

Being motivated to reduce prejudice and automatic biases is a necessary first step. Without motivation, people will be unlikely to expend the effort needed to eliminate the effects of automatic biases. Being motivated is a personal decision that people must make for themselves.

Even if people are motivated to reduce their bias, they still need to become aware of it and why it exists. Much of what we have discussed in class illustrates why so many people are affected by automatic bias, even when they believe that prejudice is wrong. In what follows, we outline how to detect the influence of automatic stereotypes and describe strategies that, if learned and practiced, will help you rid yourself of automatic bias.

Detecting the influence of stereotypes

Before we can overcome the negative effects of automatic stereotypes, we must be able to detect stereotypical depictions in our environment and when our own responses are affected by these depictions. Detecting these biases creates the opportunity to do something about them.

Because our social environment plays such a large role in perpetuating stereotypes, we must first learn to detect biased portrayals, whether they occur in the media or in interactions with others. While we may not be able to stop how others portray particular groups, we can choose how we react to those portrayals by recognizing when a biased portrayal occurs and expressing disapproval of it. Sometimes bias can be quite subtle, so we must be vigilant to detect this bias.

Equally important as the detection of bias in our external environment is the detection of bias within ourselves. This involves figuring out the situations in which we are most likely to be subtly influenced by automatic stereotypes and monitoring our responses in these situations. We must take similar steps to break other kinds of habits, like biting nails; to stop biting nails, we must figure out the situations that trigger nail-biting behavior.

After we have figured out how stereotypes are reinforced by our environment and when stereotypes are likely to pop to mind, we can work to prevent the influence of stereotypes by training ourselves to behave in different, unbiased ways. In what follows, we outline five strategies that research has shown

to be effective at reducing automatic stereotypes, and, therefore, their influence on people's behavior. You will practice these strategies over two weeks and keep a journal in an effort to help break the "prejudice habit".

Bias reducing strategies

Strategy 1: Stereotype replacement

Stereotype replacement involves replacing stereotypic responses with non-stereotypic responses. This strategy can be used in two contexts: when you detect stereotypic portrayals in your environment and when you detect a stereotypic response within yourself. After the influence of a stereotype has been detected, this strategy involves

- (1) Labeling the response or portrayal as stereotypical
- (2) Evaluating the situation to determine how the response or portrayal occurred and how it might be prevented in the future, and
- (3) Replacing the stereotypical response or portrayal with one that is non-stereotypical.

To go back to the story we presented earlier with Pete and Joe, Pete could have used this technique after he saw the man approaching him by recognizing that his feelings of tension were partly by stereotypes linking Black men to poverty and criminality. He could have then labeled his response as stereotypical, recognized that he jumped to a quick assumption, and replaced his feelings of tension with calmer feelings.

Please think of a situation in your everyday life in which you could use the stereotype replacement strategy and describe that situation below.

Strategy 2: Thinking of counter-stereotypic examples

A second thing you can do after a stereotype has been detected is to think of examples of either famous or personally known people that show the stereotype to be inaccurate. For example, while watching a movie that portrays Black people as unintelligent, you could think of Dr. Martin Luther King, Jr., Barack Obama, Condoleeza Rice, Frederick Douglass, or intelligent, personally known Black friends or acquaintances. Thinking of counter-stereotypic people provides concrete examples that demonstrate the inaccuracy of stereotypes.

In our story with Pete and Joe, Pete could have used this technique by thinking about positive examples of Black people who are neither impoverished nor dangerous criminals, like Barack Obama. Or, he could think of a friend or acquaintance that counters Black stereotypes.

Please think of a situation in your everyday life in which you could use the counter-stereotypic examples strategy and describe that situation below.

Strategy 3: Individuating instead of generalizing

Using a stereotype involves generalizing a set of characteristics to all members of a group. This generalization leads people to ignore the individual characteristics of each person within that group, leading to inaccurate and faulty conclusions.

Individuating involves going beyond categories by attending to the individual characteristics of others. Gathering this individual information allows you to get to know others on a personal basis and thus make judgments on the basis of their personal, rather than group, characteristics.

Individuating does not involve ignoring race or being “color blind”. For many racial minorities, racial identity and culture are an important part of life. Being color blind ignores and denies the importance of racial identity and culture. Individuating involves recognizing that race is just one facet of other people that makes each person unique.

Pete could have used this technique by paying more attention to the Black man’s clothing and recognizing that he was wearing nice shoes and other nice clothing. This information would have indicated that assumptions based on stereotypes are inaccurate.

Please think of a situation in your everyday life in which you could use the individuating strategy and describe that situation below.

Strategy 4: Perspective taking

Perspective taking involves imagining what it would feel like to be in another person’s situation. By using this strategy, you can imagine how it would feel to have your abilities called into question or to be viewed as lazy and potentially violent on the basis of group membership. This strategy can be used either proactively, without any prompting from outside sources, or reactively, after a stereotypic response or portrayal has been detected. Perspective taking, especially perspective taking that occurs after the detection of a stereotypic response or portrayal, is very useful in assessing the emotional impact of stereotyping on others.

Pete could have used this strategy by thinking about what it would feel like to have others assume that he was dangerous or homeless based on his race. This strategy may have helped him realize the unfairness of automatic race-based expectations and assumptions.

Please think of a situation in your everyday life in which you could use the perspective taking strategy and describe that situation below.

Strategy 5: Increasing opportunities for contact

Living in Iowa, you may find that you don't have much of a chance to interact with people from different outgroups. You can make up for this lack of opportunities by actively seeking situations where you are likely to have positive interactions with diverse people. You can do this by taking particular classes, joining particular clubs, and / or participating in particular events. Seeking out interactions will allow you to meet people who disconfirm stereotypes.

In addition to seeking personal contact with outgroup members, you can modify your visual environment by watching movies, TV, and news that portray outgroups in non-stereotypical ways.

This strategy does not transfer directly to our story with Pete and Joe. However, if Pete had previously made an effort to make Black friends and acquaintances, he would have had more positive examples of Black people that counter popular stereotypes to draw upon when using the counter-stereotypic examples strategy, for example.

Please think of a situation in your everyday life in which you could use the seeking opportunities for contact strategy and describe that situation below.