

## **Psychology 337: Psychology of Prejudice and Stereotyping**

**Bard College, Fall 2008**

**Wednesdays 1:30-3:50; Olin 303**

*Instructor* Kristin Lane

*Office* 104 Preston (Phone: x7224)

*Email* [lane@bard.edu](mailto:lane@bard.edu)

*Office Hours* Monday 1:00-2:00pm; Thursday 9:00-10:30am

### **OVERVIEW**

This course focuses on the empirical study of intergroup relations. It is designed to provide an overview of the social psychological study of issues in prejudice and stereotyping. The bulk of the course will examine the cognitive, affective, and motivational origins of stereotyping and prejudice, but we will also explore the experience of being a target of prejudice – how are members of disadvantaged groups affected by cultural stereotypes and prejudice? Finally, we will discuss scientifically-based means of prejudice reduction.

In addition to generating interest in and knowledge about the material, the broader aims of this course are to help you to 1. become critical consumers of research in stereotyping and prejudice, as well as social psychology; 2. increase your effectiveness in oral and written communications; and 3. improve your ability to defend an argument using empirical data. To achieve these goals, the course requires both substantive written work and extensive oral contributions (class discussions, presentations, organizing and leading group discussions).

### **PREREQUISITES**

As an upper-level conference course in Social Psychology, this course is open to moderated Psychology students. Other students should talk to me about enrollment. PSYC 203 and 204 (Statistics and Research Methods in Psychology) or the equivalent are strongly encouraged - this suggestion is intended to ensure that the final project can be undertaken without too much angst. If you have any questions about the prerequisites, please talk to me.

### **POLICIES**

*Weekly expectations.* This class will be conducted as a seminar, and is intended to provide a forum where you can express your thoughts and analyses on the material. The only way this can happen effectively is if you complete the reading thoroughly. It is not likely that you will be able to read, digest, and reflect on all of it if you begin it on Tuesday night. Look at the assignments ahead of time and plan accordingly.

*Participation & attendance.* Attendance is mandatory. As a seminar, this class is founded on discussion among students, and you can't contribute if you're not here! Consequently, participation grades will be lowered for each absence.

*Plagiarism.* Plagiarism is unacceptable. In its most easily identifiable form, plagiarism represents copying someone else's words. This kind of offense is rare. More common are other, similarly damaging ways to plagiarize. Use of someone else's ideas or words without citing them constitutes plagiarism, and is unacceptable. When in doubt, check with me. No one ever got in trouble for citing too often. Unless explicitly stated, you must work independently on every assignment.

*Late assignments.* Late written assignments will immediately lose 10% of their point value, and an additional 5% every 24 hours beyond the original deadline. Your written assignments will be posted on Moodle. For assignments due the day of class, they must be posted before the start of class time. There is a 15 minute 'grace period' on the deadline for weekly questions.

### **REQUIRED TEXTS**

Two textbooks are available at the bookstore:

Stangor, C. (2000). *Stereotypes and Prejudice: Essential Readings*. Philadelphia, PA: Psychology Press

Griffin, J. H. (1996). *Black Like Me*. New York, NY: Signet.

If you do not buy this book from the Bard Bookstore, please make sure you get the 35<sup>th</sup> Anniversary edition (with an afterword by Robert Bonazzi) so that the page numbers match the syllabus.

Additional readings will be available on ReserveWeb. (<http://reserveweb.bard.edu> = Password is 11111111 – nine “1”s).

You should sign up for the class on Moodle. (Go to <http://moodle.bard.edu> and register – the course code will be provided the first day of class.)

### **ASSIGNMENTS & GRADING**

*Class Participation.* Because this is a seminar, participation from everyone is crucial. The best participation is not necessarily the most talking. Class participation consists both of thoughtful speaking and careful listening – as a member of our group, you should also respond with thought to your classmates’ comments. The nature of this course lends itself to provocative discussions; I hope that you will feel free to disagree with one another (and with me!) while treating all ideas and people with respect. If you tend to be uncomfortable speaking up in classes, please talk to me early in the semester to discuss ways to help you succeed. **60 points**

*Weekly Questions* Each week, you will post a discussion question on the course website by **noon on Tuesday**. These questions will provide a jumping-off point for class discussions, and give you an opportunity to engage with the readings prior to attending class. More details on this requirement are below. Questions will be graded on a  $\sqrt{+}$ / $\sqrt{/}$ / $\sqrt{-}$  scale. **5 points each (45 points total)**

*Midterm Exam* There will be one examination in this course, which will be an in-class exam. The exam will consist of multiple-choice and short answer questions, and will be closed-book. **60 points**

*Stepping into Another Group.* In this assignment, you will ‘step into’ the shoes of a social group to which you do not belong. A short paper describing your experience and reaction to this task will be completed. More information on this assignment is below. **50 points**

*Final Paper* **105 points, broken down as follows (additional guidelines at the end of the syllabus)**

*Initial proposal.* **15 points**

*Written proposal.* **60 points**

*Oral presentation.* **30 points**

*Leading a section of Class.* In pairs (or threes, depending on numbers), you will have 35 minutes of a class session to present supplemental material to the class (indicated as **\*\*readings** on the syllabus) and to lead class discussion on it. You will indicate your preferences for weeks in the course. Further information on this assignment is available at the end of the syllabus. **50 points**

Additionally, during the week in which we cover “stereotype threat,” you will present an article (to be assigned based on student interest) in pairs to the class. **20 points**

*Colloquium attendance.* We are fortunate to have Dr. Kristin Shutts, currently a postdoctoral researcher at Harvard University, and soon-to-be faculty member at the University of Wisconsin, visit Bard this semester to present a colloquium on Thursday November 6. Please attend Dr. Shutts’ talk. If you cannot attend her talk, please let me know by Wednesday October 29. There will be a short in-class writing assignment based on her talk during the following class period. **10 points**

*Grading.* Grading is on a 400-point scale. The total number of points earned determines your grade, as follows. The scale may change, but only in a direction that would help your grade.

<b>At or above...</b>	<b>Grade</b>	<b>At or above...</b>	<b>Grade</b>
374	A	304	C+
360	A-	290	C
346	B+	276	C-
332	B	262	D
318	B-	248	F

## Summary of due dates

September 10	Weekly Question
September 17	Weekly Question
September 24	Weekly Question
October 1	Weekly Question
October 8	Weekly Question Research Proposal
October 15	Weekly Question
October 29	Weekly Question
November 5	Weekly Question Short Paper (“Stepping into Another Group”)
November 26	Weekly Question
December 19, noon (Friday)	Final paper due

### READINGS & ASSIGNMENTS SCHEDULE

**N. B.** READINGS ARE LISTED IN A SUGGESTED ORDER

READINGS INCLUDED IN THE STANGOR BOOK ARE INDICATED WITH (S, READING NUMBER), **BLM** = *BLACK LIKE ME*

ALL OTHER READINGS ARE AVAILABLE ON RESERVEWEB

\*\*INDICATES SUPPLEMENTAL READINGS REQUIRED ONLY OF THE DISCUSSION LEADERS

### September 3: Introduction to the Course

No readings or assignments

### September 10: What is Prejudice/ Historical and Current Approaches to Prejudice and Stereotyping

#### ASSIGNMENT DUE: Weekly question

- Allport, G. W. (1954). *The nature of prejudice*. Reading, MA: Addison-Welsey. (S, 1)
- Devine, P. G. & Elliot, A. J. (1995). Are racial stereotypes really fading? The Princeton trilogy revisited. *Personality and Social Psychology Bulletin*, 22, 22-37. (S, 4)
- Gaertner, S.L., & Dovidio, J.F. (1986). The aversive form of racism. In J.F. Dovidio & S.L. Gaertner (Eds.), *Prejudice, discrimination, and racism*. Orlando, FL: Academic Press. p. 61-89. (S, 16)
- Glick, P. & Fiske, S. T. (2001). An ambivalent alliance: Hostile and benevolent sexism and complementary justifications for gender inequality. *American Psychologist*, 56, 109-118.
- Fish, S. (1993). Reverse racism, or how the pot got to call the kettle black. *The Atlantic*.

### September 17: Implicit Bias

ASSIGNMENT DUE: Before starting the reading for this week, visit <http://implicit.harvard.edu> and complete any two of the tests under the “Demonstration” side of the site. Jot your reactions down. Were you surprised by your findings? Why or why not?

#### ASSIGNMENT DUE: Weekly question

- Banaji, M. R. (2001). Ordinary prejudice. *Psychological Science Agenda, American Psychological Association*, 14 (Jan-Feb), 8-11.
- Correll, J. P., Park, B. Judd, C. M. & Wittenbrink, B. (2002). The police officer’s dilemma: Using ethnicity to disambiguate potentially threatening individuals. *Journal of Personality and Social Psychology*, 83, 1314–1329.
- Phelps, E. A., O’Connor, K. J., Cunningham, W. A., Funayama, E. S., Gatenby, J. C., Gore, J. C., & Banaji, M. R. (2000). Performance on indirect measures of race evaluation predicts amygdala activation. *Journal of Cognitive Neuroscience*, 12, 729-738.

- Hugenberg, K. & Bodenhausen, G. V. (2003). Facing prejudice: Implicit prejudice and the perception of facial threat. *Psychological Science, 14*, 640-643.
- Dovidio, J. F., Kawakami, K., Gaertner, S. L. (2002). Implicit and explicit prejudice and interracial interaction. *Journal of Personality and Social Psychology, 82*, 62-68.
- \*\*Correll, J., Park, B., Judd, C.M., Wittenbrink, B., Sadler, M. S., & Keesee, T. (2007). Across the thin blue line: Police officers and racial bias in the decision to shoot. *Journal of Personality & Social Psychology, 92*, 1006-1023.
- \*\*Towles-Schwen, T. & Fazio, R. H. (2006). Automatically activated racial attitudes as predictors of the success of interracial roommate relationships. *Journal of Experimental Social Psychology, 42*, 698-705.

## September 24: Cognitive Bases and Consequences of Prejudice and Stereotyping

### ASSIGNMENT DUE: Weekly question

- Tajfel, H. & Forgas, J. P. (1981). Social categorization: cognitions, values, and groups, *Social Cognition, 113–140. (S, 2)*
- Eagly, A. & Steffens, V. (1984). Gender stereotypes stem from the distribution of women and men into social roles. *Journal of Personality and Social Psychology, 46*, 735-754. **(S, 7)**
- Onishi, N. (2006, July 17). A tourist boat nudges women out of the driver's seat. *New York Times*.
- Hamilton, D. & Gifford, R. (1976). Illusory correlation in interpersonal perception: A cognitive basis of stereotypic judgments. *Journal of Experimental Social Psychology, 12*, 392-407. **(S, 8)**
- Blair, I. V., Judd, C., M. & Chapleau, K. M. (2004). The influence of Afrocentric features in criminal sentencing. *Psychological Science, 16*, 674-679.
- \*\*Eberhardt, J. L., Goff, P. A., Purdie, V. J., & Davies, P.G. (2004). Seeing black: Race, crime, and visual processing. *Journal of Personality and Social Psychology, 87*, 876-893.
- \*\*Diekman, A. B., & Eagly, A. H. (2000). Stereotypes as dynamic constructs: Women and men of the past, present, and future. *Personality and Social Psychology Bulletin, 26*, 1171-1188.

## October 1: Affective Processes in Prejudice and Stereotyping

### ASSIGNMENT DUE: Weekly question

- Fiske, S. T., Cuddy, A. J. C., & Glick, P. (2002). A model of (often mixed) stereotype content: Competence and warmth respectively follow from perceived status and competition. *Journal of Personality and Social Psychology, 82*, 878-902.
- Olsson, A., Ebert, J. E., Banaji, M. R., & Phelps, E. A. (2005). The role of social groups in the persistence of learned fear. *Science, 309*, 39-48.
- BLM, pages 7-48
- \*\*Park, J., & Banaji, M. R. (2000). Mood and heuristics: The influence of happy and sad states on sensitivity and bias in stereotyping. *Journal of Personality and Social Psychology, 78*, 1005-1023.
- \*\* DeSteno, D., Dasgupta, N., Bartlett, M. Y., & Caidric, A. (2004). Prejudice from thin air: The effect of emotions on automatic intergroup attitudes. *Psychological Science, 15*, 319-324.

## October 8: Motivational Processes in Prejudice and Stereotyping

### ASSIGNMENT DUE: Weekly question

### ASSIGNMENT DUE: Research proposal

- Fein, S. & Spencer, S. (1997). Prejudice as self-image maintenance: Affirming the self through derogating others. *Journal of Personality and Social Psychology, 73*, 31-44. **(S, 9)**
- Schmiel, J., Simon, L., Greenberg, J., Pyszczynski, T., Solomon, S., Waxmonsky, & Arndt, J. (1999). Stereotypes and terror management: Evidence that mortality salience enhances stereotypic thinking and preferences. *Journal of Personality and Social Psychology, 77*, 905-926.

Sinclair, L. & Kunda, Z. (1999). Reactions to a Black professional: Motivated inhibition and activation of conflicting stereotypes. *Journal of Personality and Social Psychology*, 77, 885-904.

\*\* Biernat, M., & Vescio, T. K. (2002). She swings, she hits, she's great, she's benched: Implications of gender-based shifting standards for judgment and behavior. *Personality and Social Psychology Bulletin*, 28, 66-77.

\*\*Wyer, N. A., Sherman, J. W., & Stroessner, S. J. (2000). The roles of motivation and ability in controlling the consequences of stereotype suppression. *Personality and Social Psychology Bulletin*, 26, 13-25.

BLM, pp. 48-80

### October 15: Individual Differences in Prejudice and Stereotyping

#### ASSIGNMENT DUE: Weekly question

Pratto, F., Sidanius, J., Stallworth, L. M., & Malle., B. F. (1994). Social dominance orientation: a personality variable predicting social and political attitudes. *Journal of Personality and Social Psychology*, 67, 741-763. (S, 15)

Jost, J.T., & Banaji, M.R. (1994). The role of stereotyping in system-justification and the production of false consciousness. *British Journal of Social Psychology*, 33, 1-27.

Bodenhausen, G. V. (1990). Stereotypes as judgmental heuristics: evidence of circadian variations in discrimination. *Psychological Science*, 1, 319-322. (S, 14)

BLM pp. 80-118

### October 22: IN-CLASS MIDTERM

### October 29: Intergroup Interactions

#### ASSIGNMENT DUE: Weekly question

Word, C. O., Zanna, M. P., & Cooper, J. (1974). The nonverbal mediation of self-fulfilling prophecies in interracial interaction. *Journal of Experimental Social Psychology*, 10, 109-120. (S, 12)

Trawalter, S., & Richeson, J.A. (2008). Let's talk about race, baby! When whites' and blacks' interracial contact experiences diverge. *Journal of Experimental Social Psychology*, 44, 1214-1217.

Richeson, J. A., & Shelton, J. N. (2007). Negotiating interracial interactions: Costs, consequences, and possibilities. *Current Directions in Psychological Science*, 16, 316-320

\*\*Mendes, W. B., Blascovich, J., Hunter, S. B., & Jost, J. T. (2007). Threatened by the unexpected: Physiological responses during social interactions with expectancy-violating partners. *Journal of personality and Social Psychology*, 92, 698-716.

Finish BLM

### November 5: The Target's Perspective I.

#### ASSIGNMENT DUE: Weekly question

#### ASSIGNMENT DUE: Short paper due

Herek, G. M., Cogan, J. C., & Gillis, J. R. (2002). Victim experiences in hate crimes based on sexual orientation. *Journal of Social Issues*, 58, 319-339.

Crocker, J., Voelkl, K., Testa, M., & Major, B. (1991). Social stigma: The affective consequences of attributional ambiguity. *Journal of Personality and Social Psychology*, 60, 218-228. (S, 20)

Woodzicka, J. A. & LaFrance, M. (2001). Real versus imagined sexual harassment. *Journal of Social Issues*, 57, 15-30.

- \*\* Krieger, N. & Sidney S. (1996). Racial discrimination and blood pressure: the CARDIA study of young black and white adults. *American Journal of Public Health*, 86, 1370-1378.
- \*\*Cheryan, S. & Monin, B. (2005). Where are you really from? Asian Americans and identity denial. *Journal of Personality and Social Psychology*, 89, 717-730.

### **November 12: The Target's Perspective II: Stereotype threat**

Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual performance of African-Americans. *Journal of Personality and Social Psychology*, 69, 797-811. (S, 21)

**Additional articles to be assigned to pairs based on student interest**

### **NOVEMBER 19: NO CLASS – ADVISING DAY**

### **November 26: Reducing Prejudice**

#### **ASSIGNMENT DUE: Weekly question**

- Rudman, L. A., Ashmore, R. D., & Gary, M. L. (2001). "Unlearning" automatic biases: The malleability of implicit prejudice and stereotypes. *Journal of Personality and Social Psychology*, 81, 856-868.
- Gaertner, S., Mann, J., Dovidio, J., Murrell, A., & Pomare, M. (1990). How does cooperation reduce intergroup bias? *Journal of Personality and Social Psychology*, 59, 692-704. (S, 24)
- Tropp, L. R., & Pettigrew, T. F. (2005). Differential relationships between intergroup contact and affective and cognitive dimensions of prejudice. *Personality and Social Psychology Bulletin*, 31, 1145-1158.
- Cohen, G. L., Garcia, J., Apfel, N., & Master, A. (2006). Reducing the racial achievement gap: A social-psychological intervention. *Science*, 313, 1307-1310.
- \*\* Plant, E. A., Peruche, B. M., & Butz, D. A. (2005). Eliminating automatic racial bias: Making race non-diagnostic for responses to criminal suspects. *Journal of Experimental Social Psychology*, 41, 141-156.

### **December 3, 10, 17: Student Presentations**

### **December 19 (Friday, No class meeting)**

#### **ASSIGNMENT DUE: Final paper due at noon**

## GUIDELINES: WEEKLY QUESTIONS

Beginning the second week of class, you will post weekly questions to the class website. You are also responsible for reading and considering all of your classmates' questions before class. Questions are intended to help you organize your thoughts, serve as a basis for class discussion, and allow you to get a sense of how your classmates approach the material. Think of your questions like Goldilocks and the three bears – they shouldn't be too small ("The sample size wasn't big enough in Study 1") or too big ("What is prejudice, really?) but should be "just right" – somewhere in between. **For the first two weeks of question-posting, you should indicate which type(s) of question you are asking by labeling it with one or more of the labels below.**

Here are some questions that Psychologists ask when analyzing literature. They may be a starting point for generating questions:

- Are the hypotheses reasonable? Are they logical, given the literature reviewed? **HYP**
- Do the methods of the study allow the author(s) to test the hypotheses outlined? **METH**
- Are the statistical analyses appropriate? **STAT**
- Do the data support the inferences drawn in the article? **INFER**
- Are there alternative explanations for the findings? **ALT**
- Does anything you know (from other classes, other readings in this class, or being human) contradict or limit the theory or data in the article? **CONTR**
- Does the literature you've read suggest any new directions, or hypotheses, that research might take?  
**FUTURE**

While these questions should be well thought-out and follow the basic rules of English grammar, they are not a formal writing assignment, and do not need to be in APA format. This is your chance to share the questions or thoughts you had while completing the reading and to direct class discussion toward the areas that most interest the class. Occasionally, you will spend the first fifteen minutes of class writing a response to one of the questions posed by you or your classmates. Your responses to these will count toward your total "question" grade.

## GUIDELINES: SHORT PAPER

In *Black Like Me*, John Howard Griffin takes on the identity of a Black in the American South. For the current assignment, you will spend one day with some outward sign that denotes that you belong to a social group to which you don't actually belong. You can choose any group you wish except for gender. You will need to find some way to denote your membership in the group – it may be a hat, T-shirt, or other piece of clothing. Be creative with your choice, please take care to approach your 'transformation' with respect and care. You should also seek out a situation that departs from the expected norms of the group and is away from the Bard campus (where people are likely to know you).

Here are some examples of ways students have approached this assignment in the past:

- A nondisabled student borrowed a wheelchair and spent a day accomplishing everyday tasks while using it
- A student ordered a 'paste on' facial feature that made her appear to have a facial disfigurement (it looked quite realistic)
- A heterosexual student spent the day walking through the mall with her roommate acting as if they were romantic partners

**IMPORTANT: YOUR BEHAVIOR SHOULD BE LEGAL AND SAFE, FOR YOU AND FOR OTHERS.**

In the paper, please describe the group that you have chosen and why. What means did you take to signify that you belonged to that group? Why did you choose this approach? Did you think it was believable? Briefly discuss any stereotypes or prejudice that you think are associated with that group, and explain the psychological processes that give rise to them.

Next, describe your experience. Focus both on how you felt, and how people reacted to you. Did you behave any differently as a member of that group? Describe if (and, if so, how) you were treated differently than you normally are, both in general and in the norm-expectancy situation that you chose.

#### Additional guidelines

- Be sure to connect your experience with the research on stereotyping and prejudice that we have read. How were your experiences consistent or inconsistent with existing data and theory?
- Papers should be no more than five double-spaced pages of text that follows a separate Title Page that includes your name and paper title. Page numbers should be included in the top right-hand corner
- Citations should be in APA style, and papers should include a Reference list
- All papers should be carefully proofread for spelling and grammar before being turned in
- Work independently on this paper

#### **GUIDELINES: LEADING CLASS DISCUSSION**

In groups of twos and threes, you will be responsible for presenting supplemental material to your classmates and leading class discussion on this material and its relationship to other work we have covered in the seminar. You will indicate interest in selected weeks early in the semester and I will assign the groups.

You will have 35 minutes for both your presentation of the supplemental material and leading discussion. You should about 10 minutes (and no more than 15) presenting the new articles in lecture format – the majority of your time should be spent facilitating discussion among the class. Here are some suggestions for leading discussion:

*Meet with me.* I invite you to meet with me prior to your assigned week – in this meeting you should come prepared with ideas for potential activities or directions for discussion. I suggest that you have an outline of potential questions that you bring and together we can discuss which areas might be fruitful and potential directions that the conversation may go. I can also help you brainstorm activities (see below) to include during class.

*Prepare activities and discussion questions.* You will create a lesson plan for class. Be creative! You can assign a SMALL (less than 10 minutes) assignment for your classmates to complete ahead of time. Handouts, visual aids, and demos are encouraged.

*Show your stuff!* Your task as class leader is to distill for your classmates they key points about your topic, and lead them in discussion about the readings.

*Work well as a team.* This is a collaborative assignment, and I want to see evidence that all team members contributed in substantial ways to generating the materials and leading the discussion. Domination of the presentation and discussion by one team member will impair both team members' grades.

## GUIDELINES: FINAL PAPER

In your final paper you will propose an experiment that tests a hypothesis related to stereotyping and prejudice. Your experiment *must* be a true experiment – at least one variable must be manipulated. The study should *not* be a correlational design (i.e., testing whether one variable is associated with another variable).

Your project can cover any topic in prejudice and stereotyping – it may be a focused look at something specific we’ve looked at in, or it may explore a topic not covered in the syllabus. In either case, you will be expected to complete additional research beyond the readings on the syllabus for your project.

Initial proposal. In this 2 page (double-spaced) proposal, you should present your study to the reader in a condensed way. You should have a minimum of five citations at this point, at least three of which are empirical articles not included in our syllabus. Your proposal should address the following questions:

- What is your research question?
- Why is this an important area of research?
- What previous literature led you to your questions?
- How will you test your hypothesis?
- What are your predicted results?

Written paper. This paper will be written like an empirical journal article, although with a “Predicted Results” section rather than actual results. In the Introduction, provide the reader with a clear and logical introduction to your study. It should review the literature relevant to your study, while leading up to your particular research question. Before you move onto the Method section, you should have clearly stated your study’s aims. The Method section should be detailed enough that a reader would actually be able to conduct your study. Include all materials (in Appendices if needed) that you would use in your study. The Results section should describe how you would analyze the data, and the predicted results. In the Conclusion, restate your aims, and “findings.” How does your study answer your question, and what inferences can be drawn from this research?

### Additional guidelines

- Papers should be between 10 and 12 double-spaced pages of text, plus a Title Page, Abstract, References, and Appendices. Page numbers should be included in the top right-hand corner
- The paper should follow APA style
- All papers should be carefully proofread for spelling and grammar before being turned in
- You must work independently on this paper

<b>Clear statement of question</b>	Your question should be easily identifiable to the reader. Moreover, it should remain the focal point of your argument. At the end of the paper, if someone asked a casual reader “What was the author’s point?” he or she should be able to answer.
<b>“Thesis-like” quality of question.</b>	The central question should: <ul style="list-style-type: none"> <li>• Be the basis for your argument and proposed study</li> <li>• Be compelling</li> <li>• Provide evidence of originality of thought, and integration of the material beyond what we’ve discussed in class or covered in the readings</li> </ul>
<b>Evidence that there is empirical support for thesis</b>	Your argument should be based on empirical evidence that comes from studies that are clearly described. The evidence to support your assertions should be clear. (If you make assumptions, be explicit that they are assumptions and that your argument rests on their validity.)
<b>Logic of argument</b>	Your argument should be clear and logical. An excellent paper will avoid sweeping generalizations, will be objective in considering evidence, and will carefully address counterarguments to the thesis. Ideas should progress linearly.
<b>Study design</b>	Your proposed study should be a good test of your hypothesis. It should be well-thought-out, and free of any major confounds or artifacts.
<b>Overall writing style</b>	Prose should be straightforward, clear, and easy to follow. Your paper should be well-organized and written for a professional audience. The paper should be <b>carefully</b> proofread before turning it in!
<b>APA style.</b>	The paper should follow APA format. In particular, in-text citations and your reference list should be accurate.

Oral presentation Finally, at the end of the semester you will share your research proposals with your classmates. In these 15-20 minutes presentations, you will describe your research question, and the study you’ve designed to test it. The presentation should be well-organized and engaging, and can use Powerpoint, interactive activities or other aids (but these are not required). More details will be available in class.