Prejudice and Stereotyping

Fall 2019

PSY 337
Monday, 4:40pm – 7:00pm
Old Henderson 101A

Instructor   Kristin Lane (lane@bard.edu; x7224)
Office Hours **Monday 1:30-3:30** in Preston 106
sign up on Moodle

Our Big Questions

1. How can empirical approaches help us understand prejudice and stereotyping? What are the benefits and limits of using social scientific methodologies to study prejudice and stereotyping?

2. How do prejudice and stereotyping vary over time, and across people and situations?

3. How can we reconcile findings that people generally report egalitarian beliefs with group-based disparitites in both the laboratory and real world?

4. How do theories translate into the possibility for social change?

Course Goals

By the end of the course you should be able to:

1. Understand and compare social psychological theories of prejudice and discrimination.

2. Critically consume and evaluate empirical research.

3. Conduct data analysis on a large data set and communicate your findings clearly.

4. Generate novel research questions by integrating multiple perspectives and sources of information; propose methodologies to test them.

5. Communicate ideas clearly orally and in writing, and be skilled at giving and receiving feedback.

Bard Moodle

All course readings are posted on Moodle, and we will use the course website for discussions outside of class and assignment submission. Sign up at http://moodle.bard.edu using the enrollment key **prejF19**.

Prejudice is a great time saver. You can form opinions without having to get the facts.

-E. B. White

Requirements

Class Participation

Participation from everyone is crucial. We're a small, discussion-based class, and outstanding class participation requires careful preparation and thoughtful speaking and listening - you should respond with thought to your classmates' comments. Look at the assignments ahead of time and plan accordingly. Short pre-class assignments will count toward your participation grade. 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. **150 points**

Weekly Questions

You will post a discussion question on the course website by **10am on Monday**. These questions provide a jumping-off point for discussion, and give you an opportunity to engage with the readings prior to attending class. More details on this requirement are at the end of the syllabus. Questions will be graded on a √+/ √/ √- scale. (10 points each; post in seven out of eight indicated weeks) **70 points**

Article Presentation

You will present an article to the class. Presentations should be between five and seven minutes long, and will incorporate a handout summarizing the article. More details will be provided in class. **40 points**

Data Analysis Project

In groups you will analyze a large data set that measures the association between race and weapons. As a group, you will articulate and test a specific hypothesis, and report your findings in a paper that follows APA format. **60 points**

Final Paper

In your final paper you will propose an experiment to test a novel research hypothesis. This paper will have the following stages: Proposal **15 points**, Peer draft **30 points**, Peer review **30 points**, Final presentation **35 points**, Final paper **70 points**. More details are at the end of the syllabus.

Grading

Final paper components
Article Presentation
Data Analysis
Weekly Questions
Participation
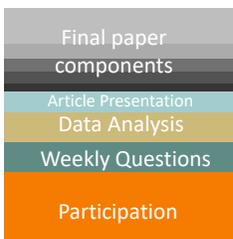
Grading is based on points earned out of 500. Cutoffs for each threshold are below. The grading scale may change but only in a way that can help you (i.e., the threshold for an "A" could be lowered, but never raised).

A-range	450 points	D-range	325 points
B-range	400 points	F	Fewer than 325 points
C-range	350 points		

Attendance

Being present and prepared are mandatory. This class is focused on discussion among students, and you can only contribute if you are fully here and ready to engage.

Plagiarism

Academic integrity is the foundation of your learning, and we will take it seriously. In its most identifiable form, plagiarism represents copying someone else's words. This kind of offense is rare. More common are other integrity violations. Use of someone's ideas, arguments (including structure of their work), or words without citing them constitutes plagiarism. Unless explicitly stated, work independently on every assignment. Violations of academic integrity will at least result in loss of credit for the assignment, and may result in failure in the class. You are responsible for understanding and following the College's policies on academic integrity described in the Student Handbook: https://www.bard.edu/dosa/handbook

Assignments

Written work should be submitted in the described format by the due date. Late assignments will immediately lose 15% of their points, and an additional 10% every 24 hours beyond the deadline. **Weekly questions posted later than 12:15 on Monday will not receive credit**. Because your peers' work depends on timely submission during our peer review, **late peer drafts or feedback will be accepted only with documented extenuating circumstances.**

Technology

I strongly encourage you to print out the readings, but understand your printing budget is limited. You can thus use a laptop or tablet (but not a phone) in class to access the readings. However, if you access non-class materials during class, you will be considered mentally absent from class, which will be treated just like a physical absence.

Inclusivity

I look forward to working with you to create a respectful, collaborative environment that incorporates and respects variability in our backgrounds and beliefs. Students entitled to academic accommodations should discuss them with me within the first few weeks of the semester. Please work with Amy Shein (ahsein@bard.ed) regarding required accommodations.

Due Dates

Weekly questions	As indicated	Final presentation	November 25
Article presentation	Based on sign-ups	Peer draft	Thursday, December 5**
Final paper proposal	Friday, October 11**	Peer feedback	December 9
Data analysis project	Friday, October 25**	Final paper	Friday, December 20**

**Not a class day.

SCHEDULE

**Information you want might be included in the online supplements, but you don't have to read them word-for word.

September 2	**Introduction**	**Due**
	No reading	Nothing Due

September 9

Historical and Contemporary Approaches

Allport, G. W. (1979). *The nature of prejudice* (Unabridged, 25th anniversary Ed). Reading, Mass: Addison-Wesley. **SELECTIONS FROM CHAPTER 1**

Fiske, S. T. (2015). Intergroup biases: A focus on stereotype content. *Current Opinion in Behavioral Sciences*, *3*, 45–50.

Greenwald, A. G., & Banaji, M. R. (2017). The implicit revolution: Reconceiving the relation between conscious and unconscious. *American Psychologist*, *72*(9), 861–871.

Choi, D. D., Poertner, M., & Sambanis, N. (2019). Parochialism, social norms, and discrimination against immigrants. *Proceedings of the National Academy of Sciences*, 201820146.

Hopkins, D. (2019, July 23). White Americans say they're less prejudiced. *Fivethirtyeight.Com*. Retrieved from https://fivethirtyeight.com/features/prejudice-among-white-americans-might-be-declining-in-the-trump-era/

Due

1. Weekly Question
2. Upload a paraphrase of the first full paragraph on p. 2 (starting with "Only recently...") in Choi et al. (2019) to Moodle before the start of class.

September 16

Implicit Bias and Neuroscience

Axt, J. R., Ebersole, C. R., & Nosek, B. A. (2014). The rules of implicit evaluation by race, gender, and age. *Psychological Science*, *25*(9), 1804–1815.

Kurdi, B., Seitchik, A. E., Axt, J. R., Carroll, T. J., Karapetyan, A., Kaushik, N., … Banaji, M. R. (2019). Relationship between the Implicit Association Test and intergroup behavior: A meta-analysis. *American Psychologist, 74*(5), 569–586.

Molenberghs, P., & Louis, W. R. (2018). Insights From fMRI Studies into ingroup bias. *Frontiers in Psychology*, *9*.

Harris, L. T., & Fiske, S. T. (2006). Dehumanizing the lowest of the low: Neuroimaging responses to extreme out-groups. *Psychological Science, 17*(10), 847–853.

Presentations

Rudman, L. A., & Mescher, K. (2012). Of animals and objects: Men's implicit dehumanization of women and likelihood of sexual aggression. *Personality and Social Psychology Bulletin*, *38*(6), 734–746.

Jacoby-Senghor, D. S., Sinclair, S., & Shelton, J. N. (2016). A lesson in bias: The relationship between implicit racial bias and performance in pedagogical contexts. *Journal of Experimental Social Psychology*, *63*, 50–55.

Due

1. Weekly Question
2. For each of Axt et al. (2014) and Harris & Fiske (2006), do the following and upload to Moodle before class:
   a. Rewrite the title of the paper
   b. Write a headline for an article describing this research in a mainstream newspaper

Cognition and Perception

Hornsey, M. J. (2008). Social identity theory and self-categorization theory: A historical review. *Social and Personality Psychology Compass*, *2*(1), 204–222. **READ UP TO PAGE 209**

Hughes, B. L., Camp, N. P., Gomez, J., Natu, V. S., Grill-Spector, K., & Eberhardt, J. L. (2019). Neural adaptation to faces reveals racial outgroup homogeneity effects in early perception. *Proceedings of the National Academy of Sciences*, 201822084.**

Lazerus, T., Ingbretsen, Z. A., Stolier, R. M., Freeman, J. B., & Cikara, M. (2016). Positivity bias in judging ingroup members' emotional expressions. *Emotion*, *16*(8), 1117–1125.

Simon, J. C., & Gutsell, J. N. (2019). Effects of minimal grouping on implicit prejudice, infrahumanization, and neural processing despite orthogonal social categorizations. *Group Processes & Intergroup Relations*, 136843021983734.**

Presentations

Dunham, Y., Baron, A. S., & Carey, S. (2011). Consequences of "minimal" group affiliations in children. *Child Development*, *82*(3), 793–811.

Ratner, K. G., & Amodio, D. M. (2013). Seeing "us vs. them": Minimal group effects on the neural encoding of faces. *Journal of Experimental Social Psychology*, *49*(2), 298–301.

Due

1. Weekly Question
2. Separately from your weekly questions, list <u>two questions</u> you have about the method in Lazerus et al. (2016) Experiment 1, and indicate how knowing the answer would help you better interpret the findings. Upload to Moodle before class.

Motivation

Sinclair, L., & Kunda, Z. (1999). Reactions to a Black professional: Motivated inhibition and activation of conflicting stereotypes. *Journal of Personality and Social Psychology*, *77*(5), 885–904.

Bianchi, E. C., Hall, E. V., & Lee, S. (2018). Reexamining the link between economic downturns and racial antipathy: Evidence that prejudice against Blacks rises during recessions. *Psychological Science, 29*(10), 1584-1597.

Krosch, A. R., Tyler, T. R., & Amodio, D. M. (2017). Race and recession: Effects of economic scarcity on racial discrimination. *Journal of Personality and Social Psychology*, *113*(6), 892–909. **SKIM FOR MAIN FINDINGS**

Scherer, A. M., Windschitl, P. D., & Graham, J. (2015). An ideological house of mirrors: Political stereotypes as exaggerations of motivated social cognition differences. *Social Psychological and Personality Science*, *6*(2), 201–209.

Presentation

Effron, D. A., Cameron, J. S., & Monin, B. (2009). Endorsing Obama licenses favoring Whites. *Journal of Experimental Social Psychology*, *45*(3), 590–593. **PRESENT STUDIES 2 AND 3 ONLY**

Due

1. Weekly Question
2. Take any finding from the results section in Scherer et al. (2015) and rewrite it to make it more clear. Explain how your version helps clarity. Upload to Moodle before class.

October 7

Data Analysis

Nosek, B. A., Smyth, F. L., Hansen, J. J., Devos, T., Lindner, N. M., Ranganath, K. A., … Banaji, M. R. (2007). Pervasiveness and correlates of implicit attitudes and stereotypes. European Review of Social Psychology, 18(1), 36–88. READ TO THE MIDDLE OF PAGE 45 (STOP AT "A REVIEW OF FINDINGS FOR INDIVIDUAL TOPCIS") AND ALSO THE 'RACE-WEAPONS STEREOTYPES' RESULTS ON P. 55., AND FROM SUMMARY ON P. 75 TO END.

Presentations

Johnson, K. L., Freeman, J. B., & Pauker, K. (2012). Race is gendered: How covarying phenotypes and stereotypes bias sex categorization. *Journal of Personality and Social Psychology*, *102*(1), 116–131. **PRESENT STUDIES 1 AND 5 ONLY**

Das, E., Bushman, B. J., Bezemer, M. D., Kerkhof, P., & Vermeulen, I. E. (2009). How terrorism news reports increase prejudice against outgroups: A terror management account. *Journal of Experimental Social Psychology*, *45*(3), 453–459. **DESCRIBE STUDY 1 IN DETAIL; DESCRIBE JUST THE MAIN FINDINGS OF STUDIES 2 AND 3**

Due

1. Review the guidelines – including the list of individual difference measures – for the assignment before class. Before class, upload at least three research questions that could be answered by the data to Moodle.

2. Final paper proposal **10/11 at 5pm.**

October 14

Enjoy Your Fall Break!

October 21

Culture and the Person

Payne, B. K., Vuletich, H. A., & Brown-Iannuzzi, J. L. (2019). Historical roots of implicit bias in slavery. *Proceedings of the National Academy of Sciences*, *116*(4), 11693-11698. **

Skinner, A. L., Meltzoff, A. N., & Olson, K. R. (2017). "Catching" social bias: Exposure to biased nonverbal signals creates social biases in preschool children. *Psychological Science*, *28*(2), 216–224. **

Tankard, M. E., & Paluck, E. L. (2017). The effect of a Supreme Court decision regarding gay marriage on social norms and personal attitudes. *Psychological Science*, *28*(9), 1334–1344. **

Knowles, E. D., & Tropp, L. R. (2018). The racial and economic context of Trump support: Evidence for threat, identity, and contact effects in the 2016 presidential election. *Social Psychological and Personality Science*, *9*(3), 275 - 284.

Presentations

Riddle, T., & Sinclair, S. (2019). Racial disparities in school-based disciplinary actions are associated with county-level rates of racial bias. *Proceedings of the National Academy of Sciences*, 201808307. [Information you need for the presentation might be included in the online supplements]

Hehman, E., Flake, J. K., & Calanchini, J. (2018). Disproportionate use of lethal force in policing is associated with regional racial biases of residents. *Social Psychological and Personality Science*, *9*(4), 393–401. [Information you need for the presentation might be included in the online supplements]

Due

1. Weekly Question
2. The version of Skinner et al. (2017) on Moodle is missing an abstract! Write your own and post it to Moodle before class.
3. Data Analysis Paper **10/25 at 5pm** (Only one group member needs to upload the paper – but be sure you are clear on who is going to do that!)

October 28

The Target's Perspective   **Due**

Woo, E. (2005, May 3). Kenneth Clark, 90; His studies influenced ban on   Weekly Question
    segregation. *Los Angeles Times.* Retrieved from
    articles.latimes.com/2005/may/03/local/me-clark3

Murphy, M. C., Richeson, J. A., Shelton, J. N., Rheinschmidt, M. L., & Bergsieker,
    H. B. (2013). Cognitive costs of contemporary prejudice. *Group Processes &
    Intergroup Relations*, *16*(5), 560–571.

Spencer, S. J., Logel, C., & Davies, P. G. (2016). Stereotype threat. *Annual
    Review of Psychology*, *67*(1), 415–437. **READ CAREFULLY TO THE TOP OF
    PAGE 427; SKIM PAGE 427 - END**.

Spencer, S. J., Steele, C. M., & Quinn, D. M. (1999). Stereotype threat and
    women's math performance. *Journal of Experimental Social Psychology*,
    35(1), 4–28.

Presentations

Yeung, N. C. J., & von Hippel, C. (2008). Stereotype threat increases the
    likelihood that female drivers in a simulator run over jaywalkers. *Accident
    Analysis & Prevention*, *40*(2), 667–674.

Schmader, T., & Johns, M. (2003). Converging evidence that stereotype threat
    reduces working memory capacity. *Journal of Personality and Social
    Psychology*, *85*(3), 440–452. **PRESENT STUDIES 2 AND THREE ONLY**

November 4

Intergroup Interactions   **Due**

Dixon, J., Tredoux, C., Davies, G., Huck, J., Hocking, B., Sturgeon, B., … Bryan, D. Weekly Question
    (2019). Parallel lives: Intergroup contact, threat, and the segregation of
    everyday activity spaces. *Journal of Personality and Social Psychology*.
    Advance online publication. http://dx.doi.org/10.1037/pspi0000191**

Bergsieker, H. B., Shelton, J. N., & Richeson, J. A. (2010). To be liked versus
    respected: Divergent goals in interracial interactions. *Journal of Personality
    and Social Psychology*, *99*(2), 248.

West, T. V., Koslov, K., Page-Gould, E., Major, B., & Mendes, W. B. (2017).
    Contagious anxiety: Anxious European Americans can transmit their
    physiological reactivity to African Americans. *Psychological Science*, *28*(12),
    1796–1806.**

Presentations

Miyake, A., Kost-Smith, L. E., Finkelstein, N. D., Pollock, S. J., Cohen, G. L., & Ito,
    T. A. (2010). Reducing the gender achievement gap in college science: A
    classroom study of values affirmation. *Science*, *330*(6008), 1234–1237. [*This
    is a continuation of last week's work on the target's perspective.*]

Penner, L. A., Dovidio, J. F., West, T. V., Gaertner, S. L., Albrecht, T. L., Dailey, R.
    K., & Markova, T. (2010). Aversive racism and medical interactions with
    Black patients: A field study. *Journal of Experimental Social Psychology*, *46*,
    436–440.

November 11	**Reducing Prejudice**	**Due**
	Dovidio, J. F., Love, A., Schellhaas, F. M. H., & Hewstone, M. (2017). Reducing intergroup bias through intergroup contact: Twenty years of progress and future directions. *Group Processes & Intergroup Relations*, *20*(5), 606–620. **READ CAREFULLY TO PAGE 612, SKIM FROM HEADING "THE FUTURE" TO END.**	Weekly Question
	Forscher, P. S., Lai, C. K., Axt, J., Ebersole, C. R., Herman, M., Devine, P. G., & Nosek, B. A. (in press). A meta-analysis of procedures to change implicit measures. *Journal of Personality and Social Psychology*. **INTRODUCTION AND GENERAL DISCUSSION**	
	Chang, E. H., Milkman, K. L., Gromet, D. M., Rebele, R. W., Massey, C., Duckworth, A. L., & Grant, A. M. (2019). The mixed effects of online diversity training. *Proceedings of the National Academy of Sciences*, 201816076. **	
	Paluck, E. L. (2011). Peer pressure against prejudice: A high school field experiment examining social network change. *Journal of Experimental Social Psychology*, *47*(2), 350–358.	

November 18	**No Class – Psychology Board Days**	

November 25	**Presentations**	**Due**
		Upload Powerpoints and be ready to present.

December 2	**Presentations**	**Due**
		Presentations
		Peer draft to Kristin and peer editors **12/5 at noon**

December 9	**Peer Writing Workshop**	**Due**
		Peer Feedback

December 16	**Completion Days – Meet with Kristin as Needed**	**Due**
		Final paper **12/20 at 5pm**

Beginning the second week of class, you will post questions to Moodle. You must read and consider your classmates' questions before class. Questions are intended to help you organize your thoughts, provoke class discussion, and give you 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?"). **For the first two weeks of posting, indicate the type(s) of question you are asking (see below).**

Here are some questions that psychologists ask. 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 reading suggest any directions for future research or new hypotheses? **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. You can also include questions of fact or clarification (i.e., if you didn't know a term or understand some piece of a reading), but these should be in addition to questions intended to generate discussion. 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.

- Questions must be posted by **10am Monday.** Questions posted later than **12:15 pm** will not receive credit.

- You must post for the first two weeks of the semester; following that you can skip one week. (Or, you can post every week and your lowest grade will be dropped.)

- Weekly questions are graded on a √+/ √/ √- scale. Questions that engage in a thoughtful way with multiple readings and bring them into conversation with one another in a way that advances discussion will earn a √ (most questions will earn this grade); particularly creative questions that integrate theories and findings, show unusual insight, or offer novel combinations of ideas will earn a √+; questions that misapply the material, pose only clarification questions, or do not show evidence of thorough completion of the readings will earn a √-.

In this project you will – working in pairs or small groups – generate and test hypotheses related to implicit racial stereotypes using a large data set. The data set, which is described in more detail below, includes data from over 200,000 visitors to the Project Implicit website who completed the *race+weapons* IAT (described in Nosek et al. [2007], which you will read for this assignment). You will, as a group, hand in a paper that describes the method in your own words, and reports the results of your analyses.

- The Methods section should describe the measures that you are interested in in detail, but does not need to describe every single measure in the data set.
- You must report at least one <u>comparison</u> – do mean levels of implicit and explicit attitudes differ across levels of a categorical variable?
- You must report at least one <u>association</u> – is one (or more) of the individual difference measures correlated with implicit and explicit stereotypes?
  - You will need to create a composite measure of whatever scale(s) you use. You must report a measure of reliability (Cronbach's alpha) for your scale
  - Note that you will almost certainly have to <u>reverse score</u> items for your individual difference scale. Be sure to describe any reverse scoring you do in the methods section.
- Do not limit yourself to what is listed above – I expect you to be creative and ambitious in your analyses. For example, you might combine a group and an individual difference factor to see how they jointly predict implicit and explicit stereotypes, or you might see whether an association differs among different racial or ethnic groups.
- Before you begin analyzing the data, have clearly stated research questions that you want to test. This means reviewing this packet very carefully to understand what the data contain.
- Report effect sizes as well as p-values for all analyses that you report and conduct
- Include your SPSS syntax (we will go over how to generate this) and your SPSS syntax and output as appendices in a separate document to your paper.
- Begin your paper with a very brief introduction (1-2 pages) that provides a rationale for your hypotheses. The Method section will probably be about 4-5 pages (but could be longer or shorter), and the results section should be between 3-4 pages (but could be longer).

Grading

Grades will reflect:

- Initiative and independence (while also seeking appropriate guidance) in conducting data analysis

- The quality of the report (e.g., Did you complete all of the items above? Were your analyses completely and competently conducted and reported?)

- Quality of the written report (Did it have all of the required components? Was the writing clear and free of grammatical and typographical errors? Were you thoughtful and accurate in interpreting your results and providing any commentary?)

- Were you an outstanding group member? You will (confidentially) evaluate and grade the other members of your group for their contributions, and will be evaluated for your work in the group.

The data set and related codebook describing each variable are on Moodle. Here is a textual description of what you will find in the data set. Use this when generating your hypotheses before class.

IAT, Session Information, and Attitude/ Stereotype Measures, Demographics

Demographic Questions *(e.g., race, religion, gender). See codebook for details and variable names.*

Experiment Experience [Variable Names: q3a, q3b, q3c]

Questions about the experience in the experiment (interesting, eye-opening, enjoyable)

Explicit Attitude [Variable Names: tblack, twhite]

Explicit racial attitudes – Feeling thermometer ratings

Explicit Stereotype [Variable Names: sharmless, sweapons]

How much do you associate the following objects (weapons or harmless objects) with Black Americans and White Americans?

IAT Score [Variable Name: D_biep.Black_Weapons_all]

Overall IAT D score (higher numbers mean stronger Black+Weapons implicit stereotype)

Session Info [various variable names]

Information about the session – unique ID number, time, date, etc. See the coding book for details.

Individual Difference Scales – Below are the names of the individual difference scales, followed by the relevant variable names in the data set. Below that are two sample items for each scale.

1.   Balanced Inventory of Desirable Responding (Impression Management) bidrim1- bidrim18

I have never dropped litter on the street.
I have said something bad about a friend behind his or her back.

2.   Balanced Inventory of Desirable Responding (Self-Deceptive Positivity) bidrsde1- bidrsde18

I have not always been honest with myself.
It would be hard for me to break any of my bad habits.

3.   Bayesian Racism brs1-brs15

Law enforcement officers should pay particular attention to those social groups more heavily involved in crime, even if this means focusing on members of particular ethnic groups.
If you want to make accurate predictions, you should use information about a person's ethnic group when deciding if they will perform well.

4.   Belief in a Just World bjw1-bjw6

People get what they deserve.
Justice always prevails over injustice.

5.   Big 5 – Agreeableness bfia1-bfia9

I think of myself as someone who likes to cooperate with others.

I think of myself as someone who starts quarrels with others.

6.   Big 5 – Conscientiousness bfic1-bfic9

I think of myself as someone who does things efficiently.
I think of myself as someone who is a reliable worker.

7.   Big 5 – Extraversion bfie1-bfie8

I think of myself as someone who generates a lot of enthusiasm.
I think of myself as someone who is reserved.

8.   Big 5 – Neuroticism bfin1-bfin8

I think of myself as someone who is emotionally stable, not easily upset.
I think of myself as someone who worries a lot.

9.   Big 5 – Openness bfio1-bfio10

I think of myself as someone who likes to reflect, play with ideas.
I think of myself as someone who is inventive.

10.   Culture versus Person q2a, q2b, q2c, q2d

The IAT does not reflect anything about my thoughts or feelings - unconscious or otherwise.

11.   Extraversion extravert (single item)

I see myself as extraverted, enthusiastic (that is, sociable, assertive, talkative, active, NOT reserved, or shy)

12.   Happiness posaffect (single item)

How much did you feel 'happiness' today?

13.   Humanitarism-Egalitarianism he1-he10

There should be equality for everyone because we are all human beings.
Acting to protect the rights and interests of other members of the community is a major obligation for all persons.

14.   Need for Cognition nfc1-nfc19

I would prefer complex to simple problems.
The notion of thinking abstractly is appealing to me.

15.   Need for Cognition (Close-Mindedness) nfccc1-nfccc8

I dislike questions which could be answered in many different ways.
Even after I've made up my mind about something, I am always eager to consider a different opinion.

16.   Need for Cognition (Decisiveness) nfccd1-nfccd7

When trying to solve a problem I often see so many possible options that it's confusing.
When faced with a problem I usually see the one best solution very quickly.

17.   Need for Cognition (Desire for Predictability) nfccp1-nfccp8

I enjoy the uncertainty of going into a new situation without knowing what might happen.
I dislike unpredictable situations.

18.   Need for Cognition (Discomfort with Ambiguity) nfcca1- nfcca9

It's annoying to listen to someone who cannot seem to make up his or her mind.
In most social conflicts, I can easily see which side is right and which is wrong.

19.   Need for Cognition (Preference for Order and Structure) nfcco1- nfcco10

I think that I would learn best in a class that lacks clearly stated objectives and requirements.
I enjoy having a clear and structured mode of life.

20.   Personal Need for Structure pns1-pns12

I become uncomfortable when the rules in a situation are not clear.
I hate to change my plans at the last minute.

21.   Protestant Work Ethic pe1-pe11

Our society would have fewer problems if people had less leisure time.
Life would have very little meaning if we never had to suffer.

22.   Right Wing Authoritarianism rwa1-rwa20

Obedience is the most important virtue children should learn.
What our country REALLY needs, instead of more "civil rights" is a good stiff dose of law and order.

23.   Right Wing Authoritarianism (Z), Alternate Version rwaz01-rwaz15

The situation in the society of today would be improved if troublemakers were treated with reason and humanity.
The 'old-fashioned ways' and 'old-fashioned values' still show the best way to live.

24.   Self-Monitoring Scale sm1-sm18

I guess I put on a show to impress or entertain others.
I'm not always the person I appear to be.

25.   Social Dominance Orientation sdo1-sdo12

It's OK if some groups have more of a chance in life than others.
All groups should be given an equal chance in life.

In your final paper you will propose an experiment that tests a hypothesis related to our class material. 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 related to what we have covered in class – 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 research important?
- What previous literature led you to your questions and hypotheses?

- How will you test your hypothesis?
- What are your predicted results?

Draft. Your draft will consist of at least six **continuous** pages of writing of your final paper, and an outline (that makes very clear to the reader what the final paper will argue and look like) for the unwritten sections. These pages can be any section of the paper. Your methods and results section will include a table **and** a figure that depicts two different aspects of your results. Present these in APA format.

Written paper. This paper will be written like an empirical journal article, although with a "Predicted Results" section rather than an actual Results Section. In the Introduction, provide a clear and logical justification. 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 and hypotheses. 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 the analytical techniques and predicted results for your study (include at least one figure and one table in APA format). In the Conclusion, restate your aims, and "findings." How does your study answer your question, and what inferences can be drawn from this research?

Additionally, you should include a cover memo that 1. Summarizes any questions and concerns that arose during the review process; and 2. Describes how you addressed these concerns in the final draft (or, if you made a principled decision NOT to address a particular concern, describes your rationale). For example, here is a portion of a response I wrote in a revision of a journal article:

Additionally, you requested that we "explain why your study is important to readers from many countries. … Explicitly note, early in the Introduction, that you are looking at attitudes of U.S. college students…" and suggested that we "add a sentence very early in the paper that all studies discussed are U.S. studies of college students unless otherwise noted." In a similar vein, Reviewer 2 noted that there was "No discussion of the race/ethnicity of your participants. These are primarily white students, a percentage of Asian students and a few Latino/African American" and asked "How does this influence what you found?" Similarly, she or he noted that we "need to discuss differences in science fields - biology vs. physics."

We have taken several steps to address these issues. As you suggested, we noted early on (p. 6) that the studies reviewed were based on American or Canadian samples. Where possible, we also added work describing the role of stereotypes about science and gender in locations other than North America, which included the following changes:

- *Discussion of studies investigating stereotype threat that used samples comprised of populations other than American or Canadian residents (p. 7)*

- *An expanded discussion of the magnitude and influence of implicit stereotypes about gender and science in a large, cross-national study (pp. 8-9)*
- *Addition of a "Caveats" section to the General Discussion (pp. 30-32), in which we describe reasons to think that the same processes we observed would (or would not) emerge in other cultural contexts. This section also discusses differences in our results by participants' ethnicity, and acknowledges Reviewer 2's excellent observation that specific science subfields may differ in their gendered stereotypes.*

Additional guidelines

- Papers should be between 12 and 14 double-spaced pages of text, plus a Title Page, Abstract, References, and Appendices. Page numbers should be included in the top right-hand corner
- Papers should follow APA style

- You should include a table and a figure in APA format in your predicted results section
- All papers should be carefully proofread for spelling and grammar before being turned in
- Papers should reflect substantial outside research
- You must work independently on this paper

Oral presentation. Finally, at the end of the semester you will share your research proposals with your classmates. In these 12-14 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 should use Powerpoint or its equivalent. Time will be allotted for discussion and feedback from me and your peers.

During the end of the semester, we will switch from emphasizing reading others' research to producing original work. The final project will culminate in a written research proposal. You will have ample opportunity for feedback on your final paper via an initial proposal, a writing workshop based on a draft, and an oral presentation to your peers.

You will make written comments on your classmates' peer drafts, and your work will be graded. I take your work on this assignment extremely seriously for two reasons. First, your ability to constructively evaluate others' work is a crucial part of your own intellectual development. Second, this process can be enormously valuable to writers but only if the editors do their jobs well. I expect that, like other seminars I've taught at Bard, our class will develop a lovely and supportive community; this is the assignment where maintaining those norms of care, respect, and a willingness to constructively challenge one another are the most crucial.

PEER EDITING

SUBMISSION OF DRAFTS
   A. Submit your peer draft and self-reflection worksheet to Kristin and your group members.

   B. Review your notes on good writing for Psychology from our work throughout the semester.

PEER EDITING

   C. Print out hard copies of each peer draft.

   D. Read the first peer draft.
      a. Skim it the first time you read it – don't make any notes in the margins.
      b. Complete the top half of the peer evaluation worksheet (posted on Moodle).
      c. Reread the draft in more detail. Go slowly through the draft and make comments in the margins if needed. While you can comment on features such as APA style, grammar, and spelling, the more important comments focus on logic, clarity, organization, and use of evidence.
      d. Complete the rest of the peer evaluation worksheet.
      e. Write a cover memo to your peer summarizing your overall evaluation of the paper. You can think of these as being similar to the end-of-paper comments you get from me at the end of your written work.
      f. Bring two copies of your in-text comments to the peer writing workshop (one for the writer, and one for me).
      g. Bring one copy of your peer evaluation worksheet and cover memo to class (for the writer). The cover memo will comment on general qualities of the draft, highlighting strengths and areas for improvement. More details will be on the evaluation worksheet.
      h. Bring another copy of your peer evaluation worksheet and cover memo to class (for me). This copy ONLY should include a recommended grade for the paper.

   E. Come to the workshop prepared to discuss your own and others' work in your writing groups.

   F. In all aspects of this assignment, remember that you are speaking to a peer and colleague and your goal is to deliver constructive feedback in a way that enables the writer to improve rather than to show how smart you are (we all know you're very smart). For example, writing "The language of this paper is a barrier to the reader." without noting places where the paper is clear and giving specific suggestions for improvement does not facilitate revision.

CHECKLIST: MAKE SURE YOU HAVE COMPLETED ALL OF THE FOLLOWING PARTS OF THE ASSIGNMENT!

Writers: Submit the following to your group members and to Kristin by December 5 (noon) by email

☐ Peer draft

☐ Self-reflection worksheet (on Moodle)

Editors: Bring the Following materials to the writing workshop on December 9 in hard copy

☐ Two copies (one for the writer, one for Kristin) of your in-text comments

☐ One copy of your peer evaluation worksheet and cover memo for the writer

☐ A second copy of your peer evaluation worksheet and cover memo <u>with a suggested grade</u> (for Kristin)

Clear statement of question	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.
"Thesis-like" quality of question.	The central question should: • Be the basis for your argument and proposed study • Be compelling • Provide evidence of originality of thought, and integration of the material beyond what we've discussed in class or covered in the readings
Evidence that there is *empirical* support for thesis	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.) You should have at least eight empirical sources that are NOT from our class readings.
Logic of argument	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.
Study design	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.
Overall writing style	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 **carefully** proofread before turning it in.
APA style	The paper should follow APA format. In particular, in-text citations and your reference list should be accurate.
Response to feedback	Your cover memo for the final paper thoroughly describes how you addressed the feedback you received, and the final paper incorporates suggestions from your peer editors and me.