PHL 499: Special Topics: The Philosophy & Psychology of Implicit Bias   Spring 2016
Tuesday/Thursday, 1PM-2:50PM in Bldg 9, Room 425

Alex Madva (preferred email: alexmadva@gmail.com)

Office Hours: Thursday 3:15PM-4:45PM, and by appointment; Building 1, Room 329

Course Description: Most people now say that racism and sexism are wrong, yet discrimination and inequality continue to be widespread. How could this be? Part of the answer is that we are **implicitly biased**. Social psychologists have developed powerful new methods of measuring our beliefs and feelings, and they find that many of us harbor prejudices and stereotypes which we may be embarrassed to admit, or of which we may be entirely unconscious. This course will examine how this psychological research speaks to perennial questions about the nature of the mind, knowledge, and justice. We will ask questions like: Can our conscious beliefs come apart from unconscious attitudes? How do we know the contents of our own minds? What makes an attitude count as "biased" or "prejudiced"? Can our unconscious attitudes be rational? Are we morally responsible for our implicit biases? What can we do to be less biased? How should we structure society in order to combat discrimination? What changes should we make to criminal justice, education, business, and other social institutions in order to bring about a more just world? We will also examine the methods, presuppositions, and theories of contemporary social psychology, including recent difficulties in replicating a number of key findings.

Course Goals
- Understand how diverse fields of research contribute to our knowledge of prejudice, discrimination, and inequality.
- Become familiar with competing theories of implicit bias and stereotype threat.
- Consider whether individuals are responsible for combating implicit bias.
- Appreciate how implicit biases are sustained by unjust social structures.
- Analyze the ethical implications and feasibility of various proposals for reducing implicit bias, discrimination, and inequality.

Required Readings
There are no books to purchase. All assignments will be made available on Blackboard or the web. I will provide attachments and links to these materials via email after each class.

Course Grading and Requirements
Attendance and Participation: 15%
Quizzes: 15%
1st Paper: 15% (approximate due date 4/22)
2nd Paper: 20% (approximate due date 5/20)
May Conference: Participation and Reading Responses: 5% (May 12th-13th)
Revision of 1st or 2nd Paper: 10% (approximate due date 6/9)
Extra-Curricular TBD: 20% (approximate due date 6/2)

Other important dates: class will likely be canceled, due to faculty strike, on April 13th-19th
   - I will likely assign online video lectures for you to watch on these dates.

Course Grading and Requirements continued

Attendance & Participation (15%): This includes attendance, participation, and in-class assignments. **Attendance is mandatory, as is arriving on time.** Excused absences require signed documentation from a doctor or dean. **Participation and preparation are crucial.** There are a variety of ways to participate, including: actively contributing to discussions, demonstrating reflection on the readings, listening carefully to others' contributions (not dominating discussion), and showing respect toward classmates. If you are uncomfortable speaking in class, I encourage you to visit my office hours. There may also be in-class debates and group work. PowerPoint slides will be posted to Blackboard after class. You are expected to remain engaged in the class and take notes. I may decide to stop posting lecture slides if students are not paying sufficient attention.

No Laptops or Phones: laptops, tablets, and cell phones cannot be used in the classroom, and must be kept off desks, unless you get my express consent. If you need to use a laptop or tablet during class, please contact me outside of class, by email or during office hours.

Quizzes (15%): Most classes will begin with a 10-minute quiz on the assigned reading. The quizzes tend to be very difficult, but they are graded on a generous curve. (Typically, getting around 50% of the questions right translates roughly to a B grade.) **Note**: if you are struggling with the quizzes—for whatever reason—please come talk to me.

Papers (45%): There will be two short paper assignments (minimum 700 words), and one substantial paper revision and expansion. Due dates to be announced. Papers will be marked down 1/3 of a letter grade for every day late ("A" becomes "A-" if one day late, "B+" if two days late, etc.).

Extra-Curricular TBD (20%): Do something to change the world outside of our class! One option: write or substantially rewrite a Wikipedia page on a topic related to this course. If students are interested in this, I will bring in a Wikipedia expert to teach us how to edit. Another option: make or contribute to an awareness-raising or debiasing website. Another option: make a debiasing video game or board game. Another option: develop an experiment to measure the existence of bias, or a bias reduction intervention. Another option: do something political, such as protest at a Donald Trump rally (just kidding… maybe…).

Academic Integrity: The University trusts each student to maintain high standards of honesty and ethical behavior. I will observe Cal Poly Policies on Honesty and Plagiarism. While teamwork is encouraged, any kind of cheating is unacceptable. **Students that fail to observe honesty and plagiarism policies will fail the course, and their cases will be reported to the Judicial Affairs Committee.** I will distribute a handout on academic integrity for each student to sign and return to me.

<h1 align="center">Topics and Readings</h1>

Note: the readings and organization of the course are **tentative and very likely to change**. The direction of this course will vary dramatically depending on student interest! I will confirm the specific upcoming readings in every class and shortly after class via email.

What is implicit bias? What is stereotype threat?

Virginia Valian (1998), *Why So Slow? The Advancement of Women*
> Ch.1, "Gender Schemas at Work" pp.1-6, pp.10-2 ("Sex, Gender, and Schemas")
> Ch.2, "Gender Begins—and Continues—at Home," pp.23-31
> Ch.6, "Schemas that Explain Behavior," pp.103-23

Nalini Ambady (2006), video lecture, "How Subtle Cues Shape Behavior and Performance"
Charles R. Lawrence, III (1987) "The Id, the Ego, and Equal Protection: Reckoning with Unconscious Racism," pp.317-8, 322-3, 329-36
Erin Beeghly (2015), "What is a stereotype? What is stereotyping?" pp.675-80
Daniel Kelly and Erica Roedder (2008), "Racial Cognition and the Ethics of Implicit Bias"
  - Take an IAT on Project Implicit!
Tamar Szabó Gendler (2008), "Alief and Belief" (pp.634-7, introductory examples)
Gendler (2008), "Alief in Action (and Reaction)" (pp. 553-572)
Eric Schwitzgebel (2010), "Acting contrary to our professed beliefs, or the gulf between occurrent judgment and dispositional belief"

Moral Responsibility

Paul Bloom (2014), "Can prejudice ever be a good thing?"
Jules Holroyd (2012), "Responsibility for Implicit Bias"
Neil Levy (2016), "Implicit Bias and Moral Responsibility: Probing the Data"

Social and Structural Approaches to Discrimination and Inequality

Eduardo Mendieta, "Race and Racist Institutions"
Ralph Richard Banks & Richard Thompson Ford (2012), "Does Unconscious Bias Matter?"
John Dixon et al. (2012), "Beyond prejudice: Are negative evaluations the problem and is getting us to like one another more the solution?"
Miranda Fricker (2007), podcast interview for Philosophy Bites on "Epistemic Injustice"
Elizabeth Anderson (2012), "Epistemic Justice as a Virtue of Social Institutions"
Sally Haslanger (2015), "Social structure, narrative and explanation"
Alex Madva, "A Plea for Anti-Anti-Individualism: How Oversimple Psychology Misleads Social Policy"

Combating Bias at the Individual Level

Jay Smooth, "How I Learned to Stop Worrying and Love Discussing Race"
Daniel Kelly, Luc Faucher, and Edouard Machery (2010), "Getting Rid of Racism: Assessing Three Proposals in Light of Psychological Evidence"
Gendler, "Alief in Action (and Reaction)" (pp.572-8)
Patricia Devine et al. (2012), "Long-term reduction in implicit race bias: A prejudice habit-breaking intervention"
Alex Madva, "Biased Against Debiasing: On the Role of (Institutionally Sponsored) Self-Transformation in the Struggle Against Prejudice"
Gendler, "Giving Notice: Attention, Perception, Bias," Appendix
Gordon Moskowitz (2010), "On the Control Over Stereotype Activation and Stereotype Inhibition"

Combating Bias at the Structural Level

Lawrence, "The Id, the Ego, and Equal Protection," pp.344-88
Dayna Bowen Matthew (2015), *Just Medicine*, Ch.8 "A Structural Solution," Ch.9 "A New
  Normal: The Restoration of Title VI"
Valian (1998), Ch.14, "Remedies"

Knowledge vs. Ethics

Gendler (2011), "On the epistemic costs of implicit bias"
Madva (2016), "Virtue, Social Knowledge, and Implicit Bias"

Crises in Social Psychology?

John Bartlett (2013), "Power of Suggestion" (Chronicle of Higher Ed)
Planet Money (2016, Episode 677), "The Experiment Experiment"
Monya Baker (2015), "Over half of psychology studies fail reproducibility test"

Selections on other potential topics…

 Implicit bias in law enforcement: police brutality, racial profiling, and "Black Lives Matter"
Chris Mooney (Dec 2014), "The Science of Why Cops Shoot Young Black Men"
Raymond Kelly (NYC Police Commissioner), "The NYPD: Guilty of Saving 7,383 Lives"
Mathias Risse and Richard Zeckhauser, "Racial Profiling"
 "Racial Profiling": *skim* Peter Shuck ("Point") vs. *focus on* Karin Martin and Jack Glaser
  ("Counterpoint")
Malcolm Gladwell (2006), *Blink*, Ch.6, "Seven Seconds in the Bronx"
Sheila Bedi (2003), "The Constructed Identities of Asian and African Americans: A Story of
  Two Races and the Criminal Justice System"
Jack Glaser (2014), *Suspect Race: Causes and Consequences of Racial Profiling*
Michelle Alexander (2010), *The New Jim Crow: Mass Incarceration in the Era of
  Colorblindness*, Ch.3 "The Color of Justice"
The Gist with Mike Pesca, interviewing Lee Glendinning, (Mar 2016), "1,145 Police Killings"
Judge Shira Scheindlin, opinion in *Floyd v. City of New York*

Bias in healthcare
Jennifer Tsai (Dec 2014), "A Lack of Care: Why Medical Students Should Focus on Ferguson"
Irene Blair et al. (2013), "Clinicians' implicit ethnic/racial bias and perceptions of care among
  black and Latino patients."
Edward Havranek et al., (2012) "The Effect of Values-Affirmation on Race-discordant Patient-
  Provider Communication"
Matthew, *Just Medicine*

Constructing the "Model Minority" Myth and the Asian American experience
William Petersen, (New York Times, 1966), "Success Story, Japanese-American Style"
U.S. News & World Report, 1966 "Success Story of One Minority Group in U.S."
Scott Jaschik interviews Rosalind Chou, "The Myth of the Model Minority"
Rosalind Chou & Joe Feagin, "The Reality of Asian American Oppression" and "Everyday
  Racism," pp.28-37
Margaret Shih, Stotzer, and Gutiérrez (2013), "Perspective-taking and empathy: Generalizing the
  reduction of group bias towards Asian Americans to general outgroups."

<u>Pigmentocracy in Latin America and anti-Latina/o bias</u>
Uhlmann et al. (2002), "Subgroup prejudice based on skin color among Hispanics in the United States and Latin America"
Edward Telles & Liza Steele (2012), "The Effects of Skin Color in the Americas"
Ginetta Candelario, "Color Matters: Latina/o Racial Identities & Life Chances"
Nick Joyce & Jake Harwood (2014), "Improving Intergroup Attitudes Through Televised Vicarious Intergroup Contact: Social Cognitive Processing of Ingroup and Outgroup Information"
Linda Martín Alcoff (2006), *Visible Identities: Race, Gender, and the Self*

<u>Stereotype Threat & Impostor Syndrome</u>
Claude Steele (2010) *Whistling Vivaldi and Other Clues to How Stereotypes Affect Us*
Cheryan et al. (2009) "Ambient belonging: How stereotypical cues impact gender participation in computer science"
Nilanjana Dasgupta (2013), "Implicit attitudes and beliefs adapt to situations: A decade of research on the malleability of implicit prejudice, stereotypes, and the self-concept"
Stephen Aguilar, "[We Are Not Impostors](#)"
Hidden Brain podcast (Oct 2015), "[An Ace Up The Poker Star's Sleeve: The Surprising Upside Of Stereotypes](#)"

<u>Philosophy of language: slurs, dogwhistles, and subtly racist language (and Trump!)</u>
Jennifer Saul, "Figleaves and the shifting boundaries of what's possible"
- Also addresses the return of explicit bias in figures like Trump
- Michael Brownstein and Jennifer Saul, "Implicit Bias in the Age of Trump"
Rebecca Kukla (2014), "Performative Force, Convention, and Discursive Injustice"
Luvell Anderson & Ernie Lepore (2013), "Slurring Words"
Ralph DiFranco (2014), "Pejorative Language"

<u>Humor</u>
Luvell Anderson (2015), "Racist Humor"
Hidden Brain podcast (Dec 2015), "[How What Makes You Laugh (And Cringe) Reveals Your Hidden Biases](#)"

<u>Consciousness, bias, and responsibility</u>
Richard Nisbett and Timothy Wilson (1977), "Telling More Than We Can Know: Verbal Reports on Mental Processes"
Matt King and Peter Carruthers (2012), "Moral Responsibility and Consciousness"
Neil Levy (2012) "Consciousness, Implicit Attitudes, and Moral Responsibility"
Alex Madva, "Implicit Bias, Moods, and Moral Responsibility"

<u>Motivating Collective Action</u>
John Dovidio et al. (2016), "Included but Invisible? Subtle Bias, Common Identity, and the Darker Side of 'We'", pp.16-21, pp.28-38
Martijn van Zomeren (2013), "Four Core Social-Psychological Motivations to Undertake Collective Action"

Developmental Psychology

Sarah-Jane Leslie, "The Original Sin of Cognition: Fear, Prejudice and Generalization"
Yarrow Dunham et al. (2012), "Two signatures of implicit intergroup attitudes: Developmental invariance and early enculturation"
Andrew Solomon (2012), *Far From the Tree: Parents, Children and the Search for Identity*

The power of situations to shape behavior

Lee Ross and Richard Nisbett (1991) *The Person and the Situation*, skim Ch.1, read Ch.2
John Doris (2002) *Lack of Character*, Chs.2-3
"The Bad Show" (2012) *Radiolab* podcast (Alex Haslam on Milgram), minutes 10:15-26:05
    URL = http://www.radiolab.org/2012/jan/09/
Rachana Kamtekar (2004) "Situationism and Virtue Ethics on the Content of our Character"
Hagop Sarkissian (2010) "Minor Tweaks, Major Payoffs: The Problems and Promise of Situationism in Moral Philosophy"

Debates about the psychological nature of implicit biases

Keith Payne & Bertram Gawronski (2010), "A History of Implicit Social Cognition: Where Is It Coming From? Where Is It Now? Where Is It Going?"
Arkes and Tetlock (2004) "Attributions of Implicit Prejudice, or 'Would Jesse Jackson 'Fail' the Implicit Association Test?'"
Eric Mandelbaum (2015), "Attitude Inference Association: On the Propositional Structure of Implicit Bias"
Alex Madva (2015), "Why Implicit Attitudes Are (Probably) not Beliefs"
Jennifer Nagel (2012) "Gendler on Alief"
Gendler (2012) "Between Reason and Reflex: Response to Commentators"

Stereotyping and prejudice

Susan Fiske et al. (2002), "A model of (often mixed) stereotype content: competence and warmth respectively follow from perceived status and competition."
Catherine Cottrell and Steven Neuberg (2005), "Different Emotional Reactions to Different Groups: A Sociofunctional Threat-Based Approach to 'Prejudice'"
Alex Madva and Michael Brownstein, "Stereotypes, Prejudice, and the Taxonomy of the Implicit Social Mind"

More on rationality and knowledge

Lee Jussim et al., "Stereotype Accuracy: One of the Largest and Most Replicable Effects in All of Social Psychology"
Andy Egan (2011), "Comments on Gendler's 'the epistemic costs of implicit bias"

Other topics…

- Other forms of bias (related to religion, class, ability, LGBTQ, and so on)
- Intersectionality (how biases about different social categories interact)