

PHL 3540 – The Philosophy & Science of Implicit Bias

[Course Zoom Link](#)

Instructor Information

Name: Alex Madva (he/him)

Office Hours Location: [Office Hours Zoom Link](#)

Office Hours: Tuesday 4p-6p, and by appointment

Email: ammadv@cpp.edu

Course Information

Course Description

Most people now say that racism and sexism are wrong, yet discrimination and inequality continue to be widespread, and displays of intergroup hostility and political division are increasingly visible as well. How could this be? Part of the answer is that we are **implicitly biased**. Social scientists have developed powerful new methods of measuring our beliefs and feelings, and they find that many of us harbor prejudices and stereotypes which may be difficult for us to see, or feelings we are embarrassed to admit. This course will examine how this scientific research speaks to perennial questions about the nature of the mind, knowledge, and justice. We will ask questions like: Can our conscious, deliberate beliefs come apart from automatic responses? How do we know our own minds? What makes an attitude count as “biased” or “prejudiced”? Can our prejudices and stereotypes be accurate and rational? Are we morally responsible for them? 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.

Prerequisites

Lower division GE requirements in Area A, at least two sub-areas in Area C, and at least two sub-areas in Area D. This is an interdisciplinary GE Synthesis course satisfying Area C3 or D4.

Course Learning Objectives

Knowledge and Understanding

After completing this course, you will be able to demonstrate:

1. knowledge of how diverse fields (including philosophy, social and cognitive psychology, sociology, history, law, investigative journalism, and narratives from film, literature, and podcasts) contribute to our knowledge of prejudice, discrimination, and inequality;
2. knowledge and understanding of basic philosophical questions underlying the science of the mind;
3. knowledge of the reasons, evidence, and arguments for and against competing theories of implicit bias and stereotype threat;
4. knowledge of basic concepts in philosophy and social psychology;
5. understanding of the ethical implications and feasibility of various proposals for reducing implicit bias, discrimination, and inequality;
6. knowledge of the empirical and political grounds for skepticism about implicit bias, including the replication crisis facing nearly all contemporary sciences.

Skills

After completing this course, you will be able to:

7. interpret and synthesize complex ideas and views;
8. critically assess texts and arguments;
9. construct clear arguments;
10. take the perspective of scientists, philosophers, and classmates who may disagree with you;
11. present and debate ideas, both orally and in writing, in an open minded, respectful, and rigorous way.

Course Materials

Required Text: ***An Introduction to Implicit Bias: Knowledge, Justice, and the Social Mind*** (Eds. Erin Beeghly & Alex Madva, Routledge) (ISBN: 9781138092235)

It is OK if you purchase or rent a digital version of this text, which contains **Discussion Questions** at the end of each chapter, and a **Glossary of Terms** beginning on p.271. You can also find PDF and Word versions of the Glossary on Blackboard (Bb).

Additional assignments will be made available on Blackboard or the web. I will provide attachments and links to these materials via email after each class. **You are therefore responsible for checking your CPP email after every class.** You will need to have access to these materials in class, either printed out or in digital form.

Also note: in this course, there are no authoritative texts that you are supposed to just accept and memorize. Everything is up for grabs and debate. You can always disagree!

Technical Requirements

Hardware

- PC, Mac, or tablet **with camera**
- Speakers or headphones
- Reliable access to a fast internet connection for teleconferencing

Software

- A PDF reader, such as [Adobe Acrobat Reader](https://get.adobe.com/reader/) (<https://get.adobe.com/reader/>)
- Word processing software, such as [Microsoft Office](#) or [Google Docs](#)
- Internet Browser - [Blackboard \(Bb\) supported browsers](#)
 - Note: Blackboard (Bb) and other CPP websites work best with Chrome and Firefox, and worse with Safari and Internet Explorer or Edge

Students' Obligations

Minimum Technical Skills

You are expected to have or develop basic computer knowledge including, but not limited to:

- Using Zoom: video and audio, raising hand, and setting virtual background
- Using email and attachments
- Downloading, editing, saving, and submitting files
- Copying and pasting
- Downloading and installing software

Getting Help

I will work very hard to make this a fun, challenging, and worthwhile learning experience for you. I will provide you with the support you need to succeed in the course. I will ask you for suggestions for improvement and I will take those suggestions seriously.

Please let me know if you need help of any kind! If you are having trouble understanding concepts, or with any aspect of the course, it is your responsibility to seek help by contacting Alex. I want every one of you to succeed, and I'm committed to doing my best to ensure that you can learn and flourish during this difficult and uncertain time. **I am on your side!**

If you are having difficulties with using Blackboard-specific tools or features, refer to [Blackboard eHelp](#). More complicated Blackboard inquiries can be directed to the [IT Service Desk](#). Both links to the Blackboard eHelp page and IT Service Desk can be found under the "Technical Support" section located on the left navigation menu of this course.

University Student Support

There are [many campus resources](#) available for students' needs. Here are a few that might be especially helpful:

- [Broncos Care Basic Needs](#) for students experiencing food or housing insecurity
- [Dean of Students](#), which includes the Cultural Centers, the Dreamers Resource Center, the Women's Resource Center, clubs, etc.
- [Learning Resource Center](#) for tutoring in many courses
- [Student Health and Wellbeing](#) – this website leads you to many student services including [Counseling](#), the [Disability Resource Center](#), [Health Services](#), the [Integrated Care Network](#), [Survivor Advocacy Services](#), and the [Bronco Wellness Center](#)
- [Student Success Central](#) – this website leads you to many resources including those related to COVID19.
- [Veterans Resource Center](#)

Grading

1. Attendance and Participation: 20%
2. Quizzes: 20%
3. First Paper: 15%
4. Second Paper: 20%
5. Final Project: 25%

Extra credit: There will also be a variety of extra-credit opportunities, including responses to outside readings, films, and podcasts.

Note: Blackboard will display your **Attendance** as your overall grade. I cannot program Blackboard to calculate your **actual** overall grade. In Blackboard, you can access an Excel or Google spreadsheet for you to estimate your overall grade.

Attendance & Participation (20%)

This includes [attendance](#), [participation](#), and [in-class assignments](#). **Attendance is mandatory, as is showing up on time, as is remaining in class after attendance is taken.** I will track attendance and lateness on Blackboard. Excused absences, late arrivals, early departures, and long absences from the middle of class require some kind of documentation, e.g., from a doctor, employer, internet service provider, or mechanic. Time-stamped photos can serve as documentation, but you do **not** need to share personal details with me.

Your web camera needs to be on during synchronous Zoom sessions. If you would prefer for the class not to see where you are (e.g. to protect your privacy), [you can set up a virtual](#)

background. If you have to turn off your video for more than a few minutes, or you are not comfortable or able to turn on your video on a specific occasion, you have to let me know through email or private Zoom chat. **Note:** Some students are distracted by the video of themselves, so you can hide the video of yourself from yourself (while still letting the rest of us see you).

Participation and preparation are crucial. I will keep a running record of your participation throughout the term. There are a variety of ways to participate, including: actively contributing to discussions by speaking or typing in the Zoom chat window, demonstrating reflection on the assignments, listening carefully to others' contributions (not dominating discussion), and showing respect toward classmates. If you are uncomfortable participating in class, I encourage you to visit my office hours, arrange an appointment, or contribute more to the Discussion Board on Bb. (Consider subscribing to the Discussion Board so you receive emails when someone posts there.)

Speaking with me outside of class and posting (responsively and respectfully) on Bb are as valuable for your final participation grade as speaking in class. **You cannot get above a B for attendance/participation if you do not participate.** However, students who participate regularly can **get above 100%**, which is one way to compensate for unexcused absences, or to (in effect) supplement your quiz average, etc. There will also be in-class debates and group work. PowerPoint slides will be posted to Bb 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.

Put away phones: aside from the device you use to participate on Zoom (such as your PC, Mac, or tablet), put away smartphones or other secondary internet-connected devices during class, and refrain from checking social media—unless you get my express consent to have a secondary device. If I have to remind you to put away devices, I may deduct points from your attendance/participation grade.

Extra Credit Typo Policy: I give extra participation credit if you are the first person to identify typos in class handouts, assignments, and lecture slides (typos in assigned readings and in my emails and announcements don't count, unless my announcement gets a date or time wrong, or fails to include all the relevant attachments and links). Check Blackboard to make sure you got your extra credit—and then email me to remind me if it's not posted! I am the final authority on whether it's a "real" typo.

Also, if my audio sounds funny or garbled, or I start talking on Zoom while

muted, or I forget to record the class, the first person to point this out will get extra credit.



If i ever spell something wrong I did it for comedic purposes. I know everything don't forget that

Quizzes (20%)

Most classes begin with a closed-book Bb quiz (5-10 minutes) on the assigned material (readings, podcasts, videos, etc.). You will need an internet-connected device (phone, tablet, laptop) to take these quizzes (you can use either a web browser or the Bb mobile app). The time allowed per quiz depends on the number of questions. A quiz with 8 questions might be 7 minutes long. If you arrive or start the quiz late, you may not be able to finish in time. I will drop your lowest quiz score (Bb will drop the lowest score automatically when it calculates your quiz average).

Estimated Quiz Curve

The quizzes tend to be very difficult, but they are graded on a generous curve. The curve will be applied at the end of the term, but a rough guide to the quiz curve is the following:

93% = A+ (100; if above 93% → then above 100 after curve); 86% = A (94), 78% = A- (90), 73% = B+ (87), 66% = B (84), 61% = B- (80), 56% = C+ (77), 51% = C (74), 46% = C- (70), 41% = D+ (67), 38% = D (64), 35% = D- (60), 33% or below = F

Grades Scored Between		Will Equal
93	% and 100 %	A+
86	% and Less Than 93%	A
78	% and Less Than 86%	A-
73	% and Less Than 78%	B+
66	% and Less Than 73%	B
61	% and Less Than 66%	B-
56	% and Less Than 61%	C+
51	% and Less Than 56%	C
46	% and Less Than 51%	C-
41	% and Less Than 46%	D+
38	% and Less Than 41%	D
35	% and Less Than 38%	D-
0	% and Less Than 35%	F

Note: some students find that quizzes don't represent the work they put into the assignments. All students therefore have the option of supplementing their quiz scores by writing one response to the homework assignments per week. Upload the assignment response to

Blackboard before the class that the reading is assigned for. See Assignment Response Guidelines at the end of this syllabus.

Note: If you miss a quiz, your score for that quiz will be zero, unless you have an excused absence.

Papers (35%)

There will be two short paper assignments (minimum 700 words). Due dates to be announced. Estimated deadlines: 3/12, 5/7). These due dates are very rough approximations.

My expectation is not that you already know how to write an excellent philosophy paper but that you will build the necessary skills to do so by taking this course. We will dedicate significant time and work on cultivating these skills in class. All papers will be graded according to a rubric, which we will review in a future class, and which you can download now from Bb in the “Syllabus & Course Guidelines” section on the left navigation menu.

The **grading scheme for your papers, your final project, and your final grade** is as follows:

97 and above	A+	74 and less than 77	C
94 and less than 97	A	70 and less than 74	C-
90 and less than 94	A-	67 and less than 70	D+
87 and less than 90	B+	64 and less than 67	D
84 and less than 87	B	60 and less than 64	D-
80 and less than 84	B-	Less than 60	F
77 and less than 80	C+		

Final Project (25%)

Do something to change the world outside the classroom! Students have a great deal of freedom in deciding what to do for their final project. I will primarily be grading for completion: students who demonstrate genuine effort should expect to get As or Bs. Options include:

- make a debiasing video game, board game, song, memoir, or illustrated children’s story;
- develop an experiment or survey to measure the existence of bias, or a bias reduction intervention;
- do something political or educational, such as organize an event; for example, in Spring 2018, most of the class organized a fundraiser concert with speakers, headlined by the rapper [KRS-One](#), called *Cut the Bias*. Perhaps you could organize a virtual event?

You can work as individuals or in groups. Members of groups must submit a report to me describing their specific contributions to the project.

Presentations on your final project will begin during our last week of class and conclude during our **scheduled time for finals, which is Tuesday, May 18th, 9a-10:50a. Note that this is earlier than we normally meet, so be sure to clear your schedule now.** (There is no final exam in this class, just the final project.)

Make-Up and Late Work Policies

I will do my best to grade your work in a fair and timely manner. I will work with you if life gets in the way of completing the work for this class. I am open to granting extensions on paper assignments if there are extenuating circumstances. However, I cannot work with you if you don't contact me about events that obstruct the completion of classwork. So, please contact me before assignments are due, if you anticipate having a problem with turning work in when it's due. Of course, sometimes there are genuinely unforeseen events that prevent you from completing work in a timely fashion. If that happens, I'll work with you to help you successfully complete the course.

Late papers will be penalized one third of a letter grade for every day late. After 1 day late, an A becomes an A-; after 2 days, an A becomes a B+, and so on. There is no final deadline for how late I will accept work (it is never too late to get some credit for a paper!).

Course Policies

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. We will use TurnItIn and other digital tools to help ensure that assignments are not plagiarized. **Students that fail to observe honesty and plagiarism policies will fail the course, and their cases will be reported to the Judicial Affairs Committee.** We will go over the expectations of academic integrity in a future class, and I will distribute an online survey for each student to fill out and sign. For more information, visit [Academic Integrity Policies](#).

Netiquette

Netiquette refers to the behavior that you are expected to follow when communicating online. It covers both common courtesy in an online environment and the informal ground "rules" for navigating in cyberspace. For this course, you are asked to follow these basic guidelines:

- When writing an email to Alex, include the class name and section, along with a description, in the subject line. For example: PHL 1234.01 RE: Truth.
 - Remember the perspective of the person you're interacting with. Telling me which section you're in is like writing a "K" on yourself so that others can read it:



- Use a signature with your full name at the end of your emails.
- Remember that slang can be misunderstood or misinterpreted – use your “academic” voice. pls dnt use txt lang when sending messages 2 me.
- Be aware of your tone and avoid sentences typed in all caps – it implies online “screaming” or “shouting.”
- Do not use offensive language.
- Be sensitive to those with different cultural or linguistic backgrounds, as well as different political and religious beliefs.
- Respect different views and opinions.
- Provide constructive feedback and use good judgment when composing responses to your classmates.
- Be professional and use good grammar and spelling. Consider writing your discussion posts, assignments, and online correspondence in a text editor to check for spelling and grammar before pasting it into an online submission.

Response Time and Feedback

I will reply to emails within 24 hours during the week and within 48 hours over the weekend. I will grade papers and optional assignment responses within 1 to 2 weeks. I will check Discussion Board posts a few times a week. If I don't get back to you within these timeframes, please send a follow-up email to remind me!

Accessibility

I am dedicated to providing students with the support they need to succeed in this class. Students with disabilities are encouraged to meet with me during office hours early in the semester to discuss your DRC authorized accommodation needs for this course. For additional information or assistance, contact the [Disability Resource Center](https://www.cpp.edu/drc/) (<https://www.cpp.edu/drc/>) ((909) 869-3333, Bldg. 9-103).

Course Schedule

Note: the readings, assignments, deadlines, and schedule are **tentative and subject to change**. I will confirm the specific upcoming assignments in every class and shortly after class via email. **You are therefore responsible for checking your CPP email after every class.** (If you are not already registered for the class, I need your email address now so I can add you to Blackboard and/or email you the first assignment. If you do not receive the first assignment via email, then you should proactively email me to make sure that I send it to you.)

- If you check your email with Outlook on a smartphone, beware that my announcement emails might go into your “Other” tab. So: move them to “Focused,” or make sure to check “Other,” or tell Outlook not to distinguish “Focused” and “Other.”

Week 0: Before Our First Class...

1. Log into Blackboard (Bb) and poke around the site
2. Read the syllabus and start watching the Syllabus videos
3. Set up a Zoom account through CPP
4. Test your Zoom video and audio by starting a Zoom chat with a friend or family member

Week 1 (1/26; 1/28): Course Prep; Implicit Association Test (IAT)

General course prep

1. Meet me and your classmates on 1/26!
2. Complete the "Tell Me About You" survey
3. Watch all the Syllabus videos and memorize...
 - o Course grading and requirements (determinants of final grade)
 - o Attendance and participation requirements
 - o Quiz guidelines
 - o Optional Assignment Responses guidelines
 - o Technology requirements
 - o (You do NOT need to memorize the class schedule or dates!
You do NOT need to memorize the quiz curves)
4. Watch "[Introducing FOH: Faculty Office Hours](#)" (video)
5. Demonstrate knowledge of the above on the first Blackboard Quiz

Course content

6. [Take an \(Implicit Association Test\) IAT on Project Implicit](#) and then email me a time-stamped screenshot of how you did.
 - o **Also:** right before you take the IAT, **make an educated guess about how you think you'll do** and let me know how much your actual results line up with your predictions when you email me the screenshot.
 - o If you want to "redact" the part where it actually says your results (so you can keep your score private), that's fine. I just need proof that you completed it.
7. Read Erin Beeghly & Alex Madva, "Introducing Implicit Bias: Why this Book Matters," focusing on pp.1-5. (I will make PDF available if you don't have text yet)

Extra Credit

Friday, January 29th, 1p-2:30p: *Housing Justice: From Trump to Biden* panel discussion

Register at <https://ccep-housing.eventbrite.com>

- Attend the entire session and submit an OAR-style paper on Bb by February 5th

Week 2 (2/2; 2/4): What Is Implicit Bias?

1. Watch Jay Smooth, "[How I Learned to Stop Worrying and Love Discussing Race](#)"
2. Watch Saleem Reshamwala, *New York Times*, "[Who, Me? Biased?](#)" (watch all videos)
3. Gabrielle Johnson, Chapter 1, "The Psychology of Bias: From Data to Theory," pp.21-37 (including Discussion Questions)
4. Study Glossary Terms: Alief, Association, Attitude, Belief-Based Models, Divergence, Dual-Construct Model, Explicit Construct, Implicit Construct, In-between Belief, Mental Construct, Mental Representation, Proposition, Psychometrics, Rationality.
5. Jerry Kang on "[Schemas](#)" (3:12)
6. Jerry Kang on "[Attitudes and Stereotypes](#)" (4:12)
7. Watch Laurie Santos explains Tamar Szabó Gendler's concept of "[alief](#)" (video)
8. Read Michael Brownstein (2015), "[Implicit Bias: Section 2-2.4: Metaphysics](#)" (stop at end of Section 2.4, before 2.5)
9. Optional: Read Irene Blair, Nilanjana Dasgupta, and Jack Glaser, "Implicit Attitudes"

Week 3 (2/9; 2/11): Nature of Bias; Should We Trust the Science?

1. Read Céline Leboeuf, Chapter 2, "The Embodied Biased Mind," 41-55 (including DQs)
2. Watch video on [Frantz Fanon](#), "An Introduction to Frantz Fanon's *Black Skin White Masks*"
3. Watch video on [Pierre Bourdieu](#), "Introduction to Bourdieu: Habitus"
4. Study Glossary Terms: Embodied cognition, Perceptual habit, Phenomenology, Social Structures
5. Jesse Singal, "[Psychology's Favorite Tool for Measuring Racism Isn't Up to the Job](#)"
 - a. The full version of this article is online. A shortened version is posted on Bb.
6. Re-watch video on "Optional Assignment Responses"

Week 4 (2/16; 2/18): Should We Trust the Science? (& Paper Prep)

1. **1st Paper Assignment Distributed**
2. [What can we learn from the Implicit Association Test? A Brains Blog Roundtable.](#)
 - o Read posts by Michael Brownstein, Edouard Machery, Alex Madva, and Chandra Sripada
3. Watch Jerry Kang on [Small Effects and "Real World Consequences"](#) (3:44)
4. Read Michael Brownstein, Chapter 3, "Skepticism about Bias," 57-73
5. Study Glossary Terms: Base Rate, Bias of Crowds Model, Structural Explanation
6. Listen to [Hidden Brain on the "replication crisis"](#) (or read transcript)
7. Jim Pryor, "[Guidelines on Writing a Philosophy Paper](#)"
8. Begin watching Alex's "How to Write a Philosophy Paper" videos
 - o "1st Paper Topics Explainer"
 - o "How to Write a Philosophy Paper Intro"

Extra Credit

Tuesday 2/16 (roughly 12p-1p), Rima Basu on Ethics and Belief (author of Chapter 10)

Week 5 (2/23; NO CLASS ON 2/25): Biased Minds... or Biased Societies? (Paper Prep)

1. Kelsey Piper, "[Science has been in a “replication crisis” for a decade. Have we learned anything?](#)"
2. Read Sally Haslanger, "Social structure, narrative and explanation"
3. Read Ralph Richard Banks & Richard Thompson Ford, "Does Unconscious Bias Matter?" (pp.1-2, 13-15, 17)
4. Continue watching Writing Guidelines videos
 - o "General Writing Guidelines"
 - o "Quotations, Citations, & Minor Stylistic Points"
 - o "Thesis Statements"

Extra Credit

Wednesday 2/24 (roughly 11:30-12:45): *Representations of Place, Home, and Insecurity*

Week 6 (3/2; 3/4): Biased Minds... or Biased Societies?

1. John Dixon et al., "Beyond prejudice: Are negative evaluations the problem and is getting us to like one another more the solution?"
 - o Just read the Abstract, Sec. 1, Sec. 3, and Section 4.2. (Note: Sec 2 contains useful objections and replies that you could talk about in a paper)
2. Alex Madva, "A Plea for Anti-Anti-Individualism", read up to the end of Section 3 (stop on p.720)
 - o You can also read it in [HTML form here](#).
3. Continue watching Writing Guidelines videos
 - o "Intro Paragraphs"
 - o "Main Body – Raising & Responding to Objections"
 - o "How Alex Grades"
4. Study Paper Rubric and prepare to answer questions about it
5. Watch "Academic Integrity"
6. Read "Avoiding Plagiarism"
7. Complete the academic integrity survey. Retake the survey until you get a perfect score.

Week 7 (3/9; 3/11): Biased Minds... or Biased Societies?

1. Read B. Keith Payne, and Heidi A. Vuletich, "Policy Insights From Advances in Implicit Bias Research"
2. Saray Ayala-López and Erin Beeghly, Chapter 11, "Explaining Injustice: Structural Analysis, Bias, and Individuals" (211-230, including DQs)

3. Study Glossary Terms:
 - Agent, Bias as Gerrymandered Perception, Bias as Internalized Social Structure, Cultural Stereotypes, Epistemic Injustice, Explanatory Monism, Explanatory Particularism, Explanatory Pluralism, Hermeneutical, Hermeneutical Injustice, Hermeneutical Resources, Individualistic Explanation, Normative, Social Norms, Transformative Experience.
4. **1st Paper Due**

Week 8 (3/16; 3/18): Combating Our Own Biases

1. Madva, "Biased against Debiasing: On the Role of (Institutionally Sponsored) Self-Transformation in the Struggle against Prejudice"
 - You can also read this paper in [HTML form here](#).
2. Jerry Kang on "[Countermeasures](#)" (5:23)
3. Watch the 8-minute video embedded in [this article](#).
4. Read Madva, "Individual and Structural Interventions" through Section 4 (233-247)
 - Discussion Questions: 1 to 5 on pp.261-262
5. Maybe: listen or relisten to [Madva podcast interview](#)
6. Watch "[Viewing Your Feedback on TurnItIn](#)"

Week 9 (3/23; 3/25): Combating Our Own Biases

1. **2nd Paper Assignment Distributed**
2. Peter Boghossian and James Lindsay, "[You Can Disagree Better](#)" (3 tips)
3. Finish Madva, "Individual and Structural Interventions" (247-263, including DQs)
4. Study Glossary Terms: Debiasing Strategies, Diversified Experimentalism, Epistemic Humility
5. Brainstorm ideas for Final Project at home and discuss ideas in class

Extra Credit

Wednesday 3/24 (roughly 11:30a-12:45p): *Housing Insecurity & (Un)Affordable Housing in LA*

SPRING BREAK: 3/27-4/4



Week 10 (4/6; 4/8 – may cancel a class): Knowledge, Bias, Perception

1. Read Erin Beeghly, Chapter 4, "Knowledge and Bias: Two Metaphors" (77-95, including DQs)
2. Study Glossary Terms: Base Rate, Centrality, Epistemic Injustice, Epistemic Objection, Epistemology, Generalization, Heuristic, Normative, Rationality, Reliable, Salience, Unified Theory, Warranted,
3. Read German Lopez, "[Study: people see black men as larger and more threatening than similarly sized white men](#)"
4. Read Susanna Siegel, Chapter 5, "Bias and Perception" (99-113, including DQs)
5. Study Glossary Terms: Association, Ill-founded.

Week 11 (4/13; 4/15): Epistemic Injustice & Stereotype Threat

1. Listen to or read podcast interview with Miranda Fricker for Philosophy Bites on "[Epistemic Injustice](#)" (audio)
2. Read Jules Holroyd and Katherine Puddifoot, Chapter 6, "Epistemic Injustice and Implicit Bias" (116-132, including DQs)
3. Study Glossary Terms: Contributory injustice, Epistemic Appropriation, Epistemic Exploitation, Epistemic Injustice, Hermeneutical, Testimonial injustice.
4. Watch Sapna Cheryan, "[Stereotypes as Gatekeepers](#)"
5. Listen to Radiolab, "[Stereothreat](#)"
6. Read Claude Steele's [Comment on a Quote in Radiolab's recent program on Stereotype Threat](#) (Steele is interviewed on Radiolab and he is correcting the record)
7. Watch Nalini Ambady, video lecture, "How Subtle Cues Shape Behavior and Performance"
8. Read Nathifa Greene, Chapter 7, "Stereotype Threat, Identity, and the Disruption of Habit" (134-151, including DQs)

9. Study Glossary Terms: Corporeal Schema, Double Consciousness, Epidermal Racial Schema, Phenomenology, Stereotype Threat.
10. Re-watch Writing Guidelines videos

Extra Credit

1. Read Simon Rippon, "[A Brief Guide to Writing the Philosophy Paper](#)" and submit an OAR

Week 12 (4/20; 4/22): Stereotype Threat; Moral Responsibility

1. Maybe: Read Jeanine Weekes Schroer, "Giving Them Something They Can Feel: On the Strategy of Scientizing the Phenomenology of Race and Racism"
 - o You **must** read the **Endnotes** to this paper
2. Read Noel Dominguez, Chapter 8, "Moral Responsibility for Implicit Biases: Examining our Options" (153-171, including DQs)
3. Study Glossary Terms: Accountability, Agent, Attitude, Attributionism, Debiasing Strategies, Deep Self, Indirect Control, Liability, Moral Responsibility, Revisionism, Taking Responsibility, Volitionism.
4. Re-watch Writing Guidelines Videos

Extra Credit

Friday 4/23 (roughly 1p-2:30p): *Redlining, Segregation, and Wealth Accumulation*

Week 13 (4/27; likely no class on 4/29): Knowledge & Justice

1. Read Nancy Arden McHugh and Lacey Davidson, "Epistemic Responsibility and Implicit Bias" (174-189, including DQs)
2. Study Glossary Terms: Epistemic Agent, Epistemic Diligence, Epistemic Friction, Epistemic Humility, Epistemic Practices, Epistemic Responsibility, Epistemic Virtue, Epistemology of Ignorance.
3. Read Tamar Szabo Gendler's paper, "On the epistemic costs of implicit bias" (through Section 2.1; stop reading on p.41)
4. Read Rima Basu, Chapter 10, "The Specter of Normative Conflict: Does Fairness Require Inaccuracy?" (191-208, including DQs)

Week 14 (5/4; 5/6):

1. **2nd Paper Due**
2. Read Madva, "Virtue, Social Knowledge, and Implicit Bias"
3. Listen to *Hidden Brain* podcast, "[How What Makes You Laugh \(And Cringe\) Reveals Your Hidden Biases](#)" (you can also [read transcript](#))
4. Luvell Anderson, "Racist Humor"

Week 15 (5/11; 5/13)

1. Catch up

2. **Final Project presentations** all week

Finals Week

There is no final exam, but we will conclude Final Project presentations during our scheduled exam time, which is Tuesday, May 18th, 9a-10:50a. **Note that this is earlier than we normally meet. Clear your schedule now.**

Guidelines for the Quizzes and Optional Assignment Responses

I recognize that many of the readings and other assignments are difficult.

- Most quiz questions will not assume that you have perfectly understood the material.
- **Pointer #1:** pay attention to the **specific examples (metaphors, stories, etc.)** used by the authors to make their points. The specific examples are the most likely to show up on the quizzes.
- **Pointer #2:** bear in mind that I often try to come up with questions that don't show up in summaries of the material, e.g., on Wikipedia or other online sources. I want you to complete the actual assignment and not just get a quick summary from somewhere else.

Still, some students find that the quizzes don't represent the work they put into the assignments.

➔ All students therefore have the option of supplementing quiz scores by writing one homework assignment response per week. (P.S. Writing the responses helps with the quizzes!)

Optional Assignment Response (O.A.R.) Guidelines

Option to supplement your quiz score:

- Once per week, you can write a homework assignment response and upload it to Blackboard
- You can start uploading Optional Assignment Responses (or OARs) right away, for the first assignment
- **The OARs are entirely optional.** There is no penalty for not doing them. You can skip it one week, then do it the next, etc. There will be other extra-credit opportunities, which usually go toward your quiz grade.

Upload Instructions

- Click on the "Optional Assignment Responses" link on the Bb Course Menu (left ribbon).
- Click on "CLICK HERE..." and then scroll all the way down to "Attach Files" and then click on "Browse my computer" to upload your document.
- You will upload every response to this exact same link.
- Submit your assignment response in .pdf, .doc, or .docx form. (If you write your papers in Apple Pages, you must [take extra steps](#) to convert the file to a format Blackboard can read.)
- If you have difficulty uploading your paper, you can email it to me to establish that it's on time, but **you must upload it to Blackboard eventually.**

- **You must upload the response before the class that the reading is assigned for.** Not *after* we have already discussed the material in class!
- Upload it up to 1 minute before class begins.

Assignment Response Requirements

- **OARs should be at least 350 words (the word count does not include the date, your name, etc.). Formatting: Times New Roman, 12 point font, double-spaced. This should come out to about 1-and-a-half pages.**
- **If you do not meet the word minimum, you will get no extra credit for your response.**
- No maximum length. You get more extra credit if you create more thorough responses (actual engagement with the assignment rather than just bull\$#!++ing)!
- The more work you put into it, the more extra credit you get.
- Do not artificially inflate the length of your OAR in any way (e.g., by padding the header and starting midway through the first page). That just irritates me and does not benefit you.
- You only need to write one response per week in order to get the extra credit.
You will not get additional extra credit if you write two responses in one week.
- On weeks when there is only 1 class, you will have only 1 opportunity to do an assignment response.

What is Alex looking for in the optional homework assignment responses?

- Expectation #1: I am looking for **more than summaries** of the assigned material.
- Expectation #2: I am looking for **thoughtful reflection and personal engagement** with the assigned material.
 - o This includes connections between the material and personal experiences (life experiences, stuff going on in the news, film/TV/music/podcasts (but **please avoid spoilers!**), etc.), connections between new assignments and old assignments, connections to other classes you've taken or things you've learned, as well as other sorts of reactions and questions (even puzzlement!!!) about the material.
 - o OARs can, but do not have to, be in essay form. They can be creative: poems, short stories, comic strips, vlogs, songs, etc. (If your response is, say, a vlog, then upload a document in the normal way to Blackboard, but include a link.)
- Expectation #3: **show that you did the entire homework assignment, rather than just the first few pages.**

- Expectation #4: If there are multiple assignments for one class, **refer to all the readings and other assignments, at least briefly.**
 - o It's perfectly OK for you to focus primarily on the assigned material that most interested you, but you must mention them all.
 - o **If you do not mention all the assigned materials, then you will get no extra credit for your response.**

How do the optional extra-credit assignment responses affect my overall grade?

→ For every week that you do this, I will add more extra credit to your overall quiz average.

- Example: let's say you completely bomb the Tuesday quiz. You can then write a response for the Thursday homework assignment (on the material assigned for Thursday!) to make up for the failed Tuesday quiz.
- Hypothetical grade impact: suppose there are two 6-question quizzes in one week and you get a 0/6 on both quizzes, but you submit one very thoughtful assignment response. I might give you 6 points of extra credit total. That would (effectively) boost your score to 3/6 on both quizzes (from an F to a C). If you get 3/6, it will boost to 6/6 on both quizzes. If you get 6/6, it will boost to 9/6.
- There are always a few students who get above 100% on their final quiz score!
- I will post a running record of your assignment-response extra credit on Blackboard, and your posted quiz average will automatically update to reflect this.
- I will grade papers and optional assignment responses within 1 to 2 weeks.
- **Last pointer:** if you are struggling to manage your time, then consider writing your responses for Tuesday classes, and doing them over the weekend (on Friday, Saturday, or Sunday).