

PHL 3540 – The Philosophy & Science of Implicit Bias

Instructor Information

Name: Alex Madva (he/him)

Office Hours Location: Building 1, Room 329, and [Office Hours Zoom Link](#)

Office Hours: Tuesday 4p-6p (both in person ([Google Maps](#)) and online), and by appointment

Class Location: Building 5, Room 255 (Building 5 on [Google Maps](#) and on [CPP's map](#))

Email: ammadva@cpp.edu

Course Zoom Links for remote log-in: ([1PM section](#), 3540.02; [2:30PM section](#), 3540.03)

Student Assistant: Ava Ruiz (she/they)

Office Hours Location: Library, 3rd floor, Grand Reading Room

Office Hours: Monday 10am-12pm

Email: acrui@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 methods for 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 our 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.

Student Assistant: Ava Ruiz, acruiz@cpp.edu

Our course will have a Student Assistant, Ava Ruiz. Ava excelled in this course when she took it back in 2022. Ava will be a bit like a TA in this course. She is helping me design and run the course on Canvas and will be holding office hours (Monday 10am-12pm, 3rd floor of Library in the Grand Reading Room). Ava will help facilitate the Discussion board on Canvas and point you toward further resources on campus, such as through the Office of Undergraduate Research. This is my first time having a Student Assistant in a course at CPP so we are still figuring out how best to define the role. Any feedback or suggestions from students about how Ava can be most helpful to you would be much appreciated!

Health Safety

Please stay home if you're sick – with Covid or anything else!

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 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 Canvas. Note that you will need the textbook throughout the semester and finals, so if you choose to rent the textbook, it may expire before class is over.

Note: you do not need Instant Access Complete for this course. It is expensive. Consider opting out and just paying for the book out of pocket (it's between \$25 and \$40 online).

Additional assignments will be made available on Canvas 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 or Canvas app 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
 - Note: Canvas 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
- Using CPP's [eduroam](#) network for web access during in-class quizzes. **You don't need to be on campus to set up eduroam!**

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. **I am on your side!**

Canvas inquires can be directed to the [IT Service Desk](#).

University Student Support

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

- [Broncos Care Center](#) offers assistance with housing, food, finances, and clothing
- [Learning Resource Center](#) for tutoring in many courses
- [Student Health and Wellness](#) – this website leads you to many student services including [Counseling](#), the [Disability Resource Center](#), [Health Services](#), [Survivor Advocacy Services](#), and the [Bronco Wellness Center](#)
- [Student Success Central](#)
- [Veterans Resource Center](#)

Grading

1. Attendance and Participation: 20%
2. Quizzes: 20%
3. First Paper: 17%
4. Second Paper: 23%
5. Final Project: 20%

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

Note: Canvas will display your “raw” Quiz Average **before** the curve. You can consult the Quiz Curve below to better estimate your Quiz Average. (You can then try adding a bunch of points to one of your quizzes to see what this better estimate of your Quiz Average would mean for your overall grade.)

Note: For most of the semester, your Attendance and Participation grade as displayed on Canvas will just reflect your Attendance. Midway through the semester I will post an estimate of your Participation grade. Then Canvas will display your Attendance and Participation grade as if it is the average (mean) between the Attendance grade and the Participation grade. This is not quite accurate. See below. I can provide a more accurate estimate of your Attendance and Participation grade upon request.

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 Canvas. 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.

This is an in-person class, which **requires in-person attendance**, but I will be logging into and recording our class sessions on Zoom. On rare occasions, if you have a good reason (e.g., your car broke down), you can attend class remotely. You have to tell me you’ll be doing so, and why, before class starts. And when you do so, **your web camera needs to be on, and your entire face must be visible** (e.g., don’t turn camera up so we can only see your eyes or forehead). 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 or blurred background](#). You may need to **update Zoom** to change your 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. If you contact me through the private Zoom chat during class, expect that the rest of the class may see your message. **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 discussions on Canvas.

Speaking with me outside of class and posting (responsively and respectfully) on Canvas are as valuable for your final participation grade as speaking in class. If you come to my regularly scheduled office hours, you can just show up. You don't need to schedule an appointment or ask permission. If you're not free during my scheduled office hours, then email me and we can schedule another time to meet either in person or on Zoom.

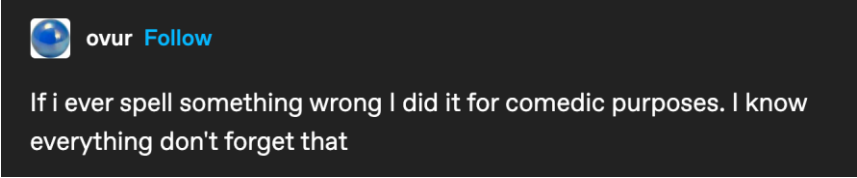
You cannot get above a B for attendance/participation if you do not participate. However, students who participate regularly can **get above 100%**, which is one way to compensate for unexcused absences, or to (in effect) supplement your quiz average, etc. There may also be in-class debates and group work. PowerPoint slides and recordings of synchronous Zoom meetings will be posted to Canvas 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.

I will hold my office hours simultaneously in person and on Zoom. The default setting for Zoom Office Hours will be to only let one person in to speak with me at a time. However, if you want to come as a group, that's fine, too. Just let me know.

No Laptops or Phones: after we finish an in-class quiz or after we do a close reading in class of assigned material, then 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, for any reason, please contact me by email or during office hours. If I have to remind you to put away devices, I may deduct points from your attendance/participation grade.

- [Here is a link to slides explaining why electronic devices are \(generally speaking\) bad for learning.](#)

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 Canvas 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, for those attending class on Zoom, if my audio sounds funny or garbled, or I talk on Zoom while muted, or I forget to record the class, the first person to point this out will get extra credit.

P.S. Did you know my extra credit typo policy is famous? There are 3.3 million reasons why...

Quizzes (20%)

Most classes begin with a closed-book Canvas 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 Canvas 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 (Canvas will drop the lowest score automatically when it calculates your quiz average).

Note that on most quizzes, both the order of the questions and the order of the answers are randomized.

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. You can see the full (estimated) curve [here](#), but a rough guide to the quiz curve is the following:

≥94	A+ (Above 100%)		55 and <59	C (55 → 74)
87 and <94	A (87 → 94)		51 and <55	C- (51 → 70)
79 and <87	A- (79 → 90)		47 and <51	D+ (47 → 67)
74 and <79	B+ (74 → 87)		44 and <47	D (44 → 64)
68 and <74	B (68 → 84)		41 and <44	D- (41 → 60)
63 and <68	B- (63 → 80)		<41	F (40 → 59)
59 and <63	C+ (59 → 77)			

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 Canvas before the class that the reading is assigned for. See Optional Assignment Response (OAR) Guidelines at the end of this syllabus. **Again**, OARs should be on the material for the next class, **not** the last class.

Note: If you miss a quiz, your score for that quiz will be zero, unless you have an excused absence. The zero for your quiz score might not show up right away.

Papers (40%)

There will be two short paper assignments (minimum 700 words). There may be additional activities paired with the writing assignments, which would form part of your grade for that paper, such as peer evaluation workshops for rough drafts. Estimated deadlines: 3/15, 5/3. 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 view or download now in Canvas in the Files 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 <77	C
94 and <97	A		70 and <74	C-
90 and <94	A-		67 and <70	D+
87 and <90	B+		64 and <67	D
84 and <87	B		60 and <64	D-
80 and <84	B-		<60	F
77 and <80	C+			

Final Project (20%)

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
 - If you make a game, then people have to play it at least once and you have to share a recording of people playing it with the class
 - If you write a song, then you have to play it in class or share a link to it
 - If you write a memoir, you have to share it with the class and read some to us
 - If you write a children's story, then you have to read it to at least one child and share the recording of you reading it to the class

- Develop an experiment or survey to measure the existence of bias, or a bias reduction intervention
 - E.g., you can make your own IAT, with a handmade deck of cards, or paper-and-pencil, or using my PPT slides
- 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?
 - In Spring 2021, ~12 students collaborated on [Project Mailbox](#), a service for housing-insecure students to receive their mail on campus

You will need to post your final project to the Discussion Board before you present your project to the class. Post a working link, a photo, a PDF, etc.

You have to work with at least one other individual, but I encourage you to work in larger groups.

Each individual working in a group need to submit a brief, distinctive explanation of what they specifically contributed to the project. Upload this as an OAR. (See OAR instructions at the end of this syllabus.)

Presentations on your final project will begin during the second-to-last week of classes (Tuesday 4/30) and conclude during our **scheduled time for finals**.

For the 1pm section, we'll meet Tuesday, May 14th, **1pm-2:50pm. Note that this runs longer than we normally meet. Clear your schedule now.**

For the 2:30pm section, we'll meet Thursday, May 16th, **1pm-2:50pm. Note that this is earlier than we normally meet. Clear your schedules.**

Practice giving your presentation ahead of time to make sure that it fits within the allotted time.

I will assign your project presentation order randomly after the first week of class. You can trade presentation order slots with any willing partners. If you work in groups, your group gets to choose which group member's slot to take (e.g., a project with two people can choose the earlier or the later of the two order slots).

(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 can only work with you if you 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 complete. 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 courtesies 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. So if you email me without saying what section you're in, I may send you this gif:



- If you email me directly through Canvas, then Canvas will tell me which course section you're in, so you won't need to do 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! (If you email and I don't reply, just assume that I overlooked the email by accident and then follow up with me ASAP!)

Accessibility

This course is intended for all students, including those with mental, physical, or cognitive impairments, illness, injuries, and other conditions. If, at any point in the term, you are not able to fully access the space, content, and experience of this course, you are welcome (but not required) to contact me by email or meet with me during office hours to discuss what types of support would be helpful for you.

If you are a student with a disability and believe you will need academic accommodation, you must formally request accommodation from the Disability Resource Center (DRC) at (909)-869-3333, building 9, room 103. Services the DRC provides include but are not limited to test accommodations, note-taking services, alternate media, modified attendance, Deaf and hard of hearing services, mobility assistance, housing accommodations, student success coaching, and peer mentoring.

Work stoppage during the semester

The California Faculty Association (the labor union of Lecturers, Professors, Coaches, Counselors, and Librarians across the 23 CSU campuses) is in a difficult contract dispute with California State University management. We will be on strike from January 22 to 26. It is possible that we will call another strike or other work stoppage this term. I promise to promptly inform you of any schedule disruption. Our working conditions are your learning conditions; we seek to protect both. For further information go to www.CFABargaining.org.

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 Canvas 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 Canvas and poke around the site
2. Connect your in-class internet-connected device to CPP’s [eduroam](#) WiFi network (specifically eduroam, not CPP’s “guest” network or anything else). You’ll need this for reliable internet access during in-class quizzes. You don’t need to be on campus to set up eduroam!
3. Read the syllabus and start watching the Syllabus videos **before Tuesday’s 1/30 class**
4. There will be a lot of homework for 2/1 so consider getting started on it early (the Tell Me About You survey, syllabus explainer videos, etc.)
5. Listen to *Hidden Brain* episode with Jennifer Morton, “[Between Two Worlds](#)”
6. Optional: get to know your teacher in a [long podcast interview about implicit bias here](#)
7. Optional: Watch “[What Is Philosophy?](#)” Crash Course Philosophy #1
8. Optional: Read Shaun Ossei-Owusu, “[More Mobility, More Problems](#)”
9. Optional: Watch interview by Brandon Busted with [Jennifer Morton about common challenges for students who are the first generation in their family to go to college](#)

Week 1: Strike (1/22-1/26)

Alex will not respond to any emails or go on Canvas at all during this time

Week 2 (1/30; 2/1): Course Prep; Implicit Association Test (IAT)

General course prep

1. Meet me and your classmates on 1/30!
2. Complete the “Tell Me About You” survey
3. **Before Tuesday’s (1/30) class**, watch all the Syllabus Explainer videos and memorize...
 - Course grading and requirements (determinants of final grade)
 - Attendance and participation requirements
 - Quiz guidelines
 - Optional Assignment Responses guidelines

- Technology requirements
 - (You do NOT need to memorize the class schedule or dates!
You do NOT need to memorize the grading curves)
4. For 2/1, watch "[Introducing FOH: Faculty Office Hours](#)" (video)
 5. Watch Micah Buzan, "[The Spotlight Effect – Social Psychology & Making Art](#)"
 - ^ this video may help you feel more comfortable participating in class!
 - Optional: for more on the research behind the Spotlight Effect, [watch this](#)
 6. Read Charlotte Lieberman, "[Why You Procrastinate \(It Has Nothing to Do With Self-Control\)](#)" (PDF on Canvas but you can also access the New York Times through the [LA public library](#))
 7. Read Susan Dynarski, "[Laptops Are Great. But Not During a Lecture or a Meeting](#)"
 8. Demonstrate knowledge of the above on the first Canvas Quiz on 1/30

Course content

9. For 2/1, [take an \(Implicit Association Test\) IAT on Project Implicit](#) and then upload a time-stamped screenshot of how you did into the OAR submission section on Canvas. (Copy and paste the screenshot into a Word doc or PDF and then upload it.)
 - **Also: right before** you take the IAT, **make an educated guess about how you think you'll do. Then let me know why you made that prediction and how much your actual results line up with your predictions.** Include your reasoning behind your prediction in the document where you upload the screenshot.
 - 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. (Note that there are lots of different kinds of IATs, so one option is just to take an IAT on a topic where you'd feel comfortable sharing your results.)
10. 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 the book yet)
11. Optional further reading on the discovery of the IAT, including sample "paper and pencil" versions of IATs you can try yourself: "[Into the Blindspot](#)," Mahzarin Banaji & Tony Greenwald
12. Optional further listening: "[How the burrito became a sandwich](#)"
13. Check out the [Quizlet sets](#) that a former student made for the various Glossary Terms

Week 3 (2/6; 2/8): 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 6 videos)
3. Read Gabbrielle 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. Watch Jerry Kang on "[Schemas](#)" (3:12)
6. Watch 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. In class: Alex dispels the myth that implicit biases are unconscious
10. Optional: Read Irene Blair, Nilanjana Dasgupta, and Jack Glaser, "Implicit Attitudes"
11. Optional further listening/reading: *Hidden Brain*, "[Revealing Your Unconscious: Part 1](#)" and "[Revealing Your Unconscious: Part 2](#)"

Extra Credit

Friday, February 9th, 12-1:30pm, [53rd Assembly District Candidate Forum](#), Students Services Building MPR room

- Attend the entire session and submit an OAR-style paper on Canvas by February 16th

Week 4 (2/13; 2/15): Nature of Bias; Should We Trust the Science?

1. Read Gerd Gigerenzer, *Gut Feelings*, up to p.13, focusing on the section "Winning Without Thinking"
2. Read Céline Leboeuf, Chapter 2, "The Embodied Biased Mind," 41-55 (including DQs)
3. Watch video on [Frantz Fanon](#), "An Introduction to Frantz Fanon's *Black Skin White Masks*"
4. Watch video on [Pierre Bourdieu](#), "Introduction to Bourdieu: Habitus"
5. [Study Glossary Terms](#): Embodied cognition, Perceptual habit, Phenomenology, Social Structures
6. Read Jesse Singal, "[Psychology's Favorite Tool for Measuring Racism Isn't Up to the Job](#)"
 - The full version of this article is online. A shortened version is posted on Canvas.
7. Re-watch Syllabus explainer video on "Optional Assignment Responses"
 - Note: throughout the semester, if you write an OAR, you have to mention the videos by me, at least briefly, even when the videos are assigned a second time

Week 5 (2/20; 2/22 – Ava leads discussion on Thursday): 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.](#)

- Read posts by Michael Brownstein, Edouard Machery, 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. Read Alex Madva’s comment on the [Brains Blog Roundtable](#)
- 7. Listen to [Hidden Brain on the "replication crisis"](#) (or read transcript)
- 8. Begin watching Alex’s “How to Write a Philosophy Paper” videos (first 3 on submission guidelines)
 - (If you write an OAR, you always have to mention the videos, at least briefly)

Week 6 (2/27; 2/29):

Biased Minds... or Biased Societies? (Paper Prep)

1. Read Jim Pryor, “[Guidelines on Writing a Philosophy Paper](#)”
2. Read Kelsey Piper, “[Science has been in a “replication crisis” for a decade. Have we learned anything?](#)”
3. Read Asher Mullard, “[Half of top cancer studies fail high-profile reproducibility effort](#)”
4. Continue watching Writing Guidelines videos
 - (If you write an OAR, you have to mention the videos)

5. Read Sally Haslanger, “Social structure, narrative and explanation”
6. Read Ralph Richard Banks & Richard Thompson Ford, “Does Unconscious Bias Matter?” (pp.1-2, 13-15, 17)

Extra Credit

Friday, February 16th, 12pm-1:30pm, Misinformation and Democracy, Students Services Building MPR room

- Attend the entire session and submit an OAR-style paper on Canvas by February 23rd

Week 7 (3/5; 3/7): Biased Minds... or Biased Societies?

1. Read B. Keith Payne and Heidi A. Vuletich, “Policy Insights From Advances in Implicit Bias Research”
2. Read Alex Madva, "A Plea for Anti-Anti-Individualism", read up to the end of Section 3 (stop on p.720)
 - You can also read it in [HTML form here](#).
3. Continue watching Writing Guidelines videos
 - (If you write an OAR, you have to mention the videos)

4. Study Paper Rubric and prepare to answer questions about it
5. Complete the academic integrity survey. Retake the survey until you get a perfect score.

6. Optional further reading: Michael Brownstein, Daniel Kelly, and Alex Madva, "Individualism, Structuralism, and Climate Change" (full article or [TLDR blog post version](#))
7. Optional further listening: *Future Tense*, "[Should individuals bear the largest burden for climate action?](#)"

Week 8 (3/12; 3/14): Biased Minds... or Biased Societies?

1. Rewatch the 1st Paper Topics Video Explainer
2. Read Simon Rippon, "[A Brief Guide to Writing the Philosophy Paper](#)"
 - Quiz questions will ask how Rippon's advice differs from Alex's guidelines
3. Read Saray Ayala-López and Erin Beeghly, Chapter 11, "Explaining Injustice: Structural Analysis, Bias, and Individuals" (211-230, including DQs)
4. [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.
5. Read Madva, "Individual and Structural Interventions" through Section 4 (233-247)
 - Discussion Questions: 1 to 5 on pp.261-262
 - Note: somewhere in this chapter, which we'll read over 2 classes, there is an indisputable typo. I'll give the first person who finds it 3 points of extra credit
6. [Study Glossary Terms](#): Debiasing Strategies, Diversified Experimentalism, Epistemic Humility
7. **1st Paper Due**

Week 9 (3/19; 3/21 – Ava leads group discussion): Combating Our Own Biases

1. Case Study #1: What would (should) you do?
2. Finish Madva, "Individual and Structural Interventions" (247-263, including DQs)
3. Re-watch Micah Buzan, "[The Spotlight Effect – Social Psychology & Making Art](#)"
 - ^ this video may help you feel more comfortable participating in class!
 - Optional: for more on the research behind the Spotlight Effect, [watch this](#)
4. Watch Jerry Kang on "[Countermeasures](#)" (5:23)
5. Watch the 8-minute video embedded in [this article](#).
6. Case Study #2
7. Maybe: in-class group exercise on evaluating and writing intro paragraphs
8. Maybe: in-class group exercise to begin preparations for final project
9. Maybe: listen or relisten to [Madva podcast interview](#)

10. Watch "[Viewing Your Feedback on TurnItIn](#)"
11. Optional further activities on individual-level (cognitive) biases from Clearer Thinking: (1) [A List of Common Cognitive Biases \(With Examples\)](#); (2) [How to avoid cognitive biases](#)
12. Optional further reading (useful for final projects!): Madva, "Biased against Debiasing: On the Role of (Institutionally Sponsored) Self-Transformation in the Struggle against Prejudice"
 - o You can also read this paper in [HTML form here](#).

Extra Credit

Monday March 18th, afternoon (exact time TBD but roughly 2pm-4pm), *Author Meets Critics: Desiree Lim's Immigration and Social Equality*, Students Services Building MPR room

- Attend the entire session and submit an OAR-style paper on Canvas by March 29th
- You'll need to read the first chapter of her book, which I'll make available on Canvas

Week 10 (3/26; 3/28): Combating Our Own Biases

1. **2nd Paper Assignment Distributed**
2. Case Study #3
3. Watch Peter Boghossian and James Lindsay, "[You Can Disagree Better](#)" (3 tips)
4. Read Ed Yong, "[Why Online Allies Matter in Fighting Harassment](#)" (PDF on Canvas if you can't access *The Atlantic* article)
5. Maybe: Robert Frank, "Ask, Don't Tell"

6. Read Jamelle Bouie, "[What 'Structural Racism' Really Means](#)"
7. Listen to Planet Money, "[Socialism 101](#)" (23 minutes) (or [read the transcript](#))
8. Optional further reading: Dylan Matthews, "[The most influential work of political philosophy in the last 50 years, briefly explained](#)"
9. Optional further reading: Denise Lu, Jon Huang, Ashwin Seshagiri, Haeyoun Park and Troy Griggs "[Faces of Power: 80% Are White, Even as U.S. Becomes More Diverse](#)"
10. Case Study #4
11. [Study Glossary Terms](#): Debiasing Strategies, Diversified Experimentalism, Epistemic Humility
12. Homework over Spring Break: Brainstorm ideas for Final Project at home and discuss ideas in class

SPRING BREAK: 3/30-4/7



Week 11 (4/9; 4/11): Knowledge, Bias, Perception

1. Case Study #5
2. Rewatch Saleem Reshamwala, *New York Times*, "[Who, Me? Biased?](#)" (watch all 6 videos)
3. Read Erin Beeghly, Chapter 4, "Knowledge and Bias: Two Metaphors" (77-95, including DQs)
4. [Study Glossary Terms](#): Base Rate, Centrality, Epistemic Injustice, Epistemic Objection, Epistemology, Generalization, Heuristic, Normative, Rationality, Reliable, Salience, Unified Theory, Warranted
5. Optional further reading: Lee Jussim & Nathan Honeycutt, "[The Accuracy of Stereotypes: Data and Implications](#)"
6. Read German Lopez, "[Study: people see black men as larger and more threatening than similarly sized white men](#)"
7. Read Susanna Siegel, Chapter 5, "Bias and Perception" (99-113, including DQs)
8. Maybe: Case Study #6
9. Study Glossary Terms: Association, Ill-founded.

Extra Credit

Thursday, April 11th, 11:30am-12:50pm, *Psychological and Structural Approaches to Combating Misinformation*, Students Services Building MPR room

- Attend the entire session and submit an OAR-style paper on Canvas by April 19th

Week 12 (4/16; 4/18): Epistemic Injustice & Stereotype Threat

1. Listen to or read podcast interview with Miranda Fricker for Philosophy Bites on "[Epistemic Injustice](#)" (audio) (PDF on Canvas)
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. Optional further reading: Rigissa Megalokonomou, "[Teacher gender bias is real and has lasting effects on students' marks and study choices](#)"
6. Listen to Radiolab, "[Stereothreat](#)"
7. 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)
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
 - (If you write an OAR, you have to mention the videos, at least briefly)

Week 13 (4/23; 4/25): Stereotype Threat; Moral Responsibility

1. All students check in with Alex or schedule a meeting with Alex or Ava at least once this week to discuss final projects, unless they have already had enough meetings
2. Listen to Maggie Penman, Shankar Vedantam, and Annie Duke, *Hidden Brain*, "[An Ace Up The Poker Star's Sleeve: The Surprising Upside Of Stereotypes](#)" (and/or [Read the Transcript](#))
3. Watch Nalini Ambady, video lecture, "How Subtle Cues Shape Behavior and Performance"
4. Maybe: Read Jeanine Weekes Schroer, "Giving Them Something They Can Feel: On the Strategy of Scientizing the Phenomenology of Race and Racism"
 - You **must** read the **Endnotes** to this paper
5. Optional further viewing on impostor syndrome: Tomas Chamorro-Premuzic, "[Why do so many incompetent men become leaders?](#)" (scroll down for video, or read)
6. Read Noel Dominguez, Chapter 8, "Moral Responsibility for Implicit Biases: Examining our Options" (153-171, including DQs)
7. [Study Glossary Terms](#): Accountability, Agent, Attitude, Attributionism, Debiasing Strategies, Deep Self, Indirect Control, Liability, Moral Responsibility, Revisionism, Taking Responsibility, Volitionism.
8. Watch Joshua Knobe, "[The True Self](#)"
9. Re-watch Writing Guidelines Videos

Week 14 (4/30; 5/2): 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. 1 - 3 **Final Project presentations**

4. Read Tamar Szabo Gendler, "On the epistemic costs of implicit bias" (through Section 2.1; pp.33-41)
5. Watch Liz Jackson, "[Should You Always Follow the Evidence?](#)" (11:06)
6. Read Rima Basu, Chapter 10, "The Specter of Normative Conflict: Does Fairness Require Inaccuracy?" (191-208, including DQs)
7. Optional further viewing: Tom Donaldson, "[The Will to Believe](#)" (6:39)
8. Optional further reading: Madva, "Virtue, Social Knowledge, and Implicit Bias"
9. Maybe, if there's time, some stuff on "fake news" and "post truth"
 - o [Fake News](#) game
 - o Lee McIntyre, "[How Cognitive Bias Can Explain Post-Truth](#)"
10. 4 - 6 **Final Project presentations**

Week 15 (5/7; 5/9): Racial Humor

1. Rewatch the 2nd Paper Topics Video Explainer
2. Watch and complete the questions for "[Understanding & Avoiding Plagiarism](#)"
3. Listen to *Hidden Brain* podcast, "[How What Makes You Laugh \(And Cringe\) Reveals Your Hidden Biases](#)" (you can also [read the transcript](#))
4. Luvell Anderson, "Racist Humor"
5. After reading Anderson's paper, find an example of a "merely racial" or a "racist" joke to discuss in class. **Content warning.**
6. **2nd Paper Due**
7. 7 - 9 **Final Project presentations**

8. 10 - 12 **Final Project presentations**

Finals Week (5/13-5/17)

There is no final exam, but we will conclude Final Project presentations during our scheduled exam time.

For the 1pm section, we meet Tuesday, May 14th, **1pm-2:50pm. Note that this runs longer than we normally meet. Clear your schedule now.**

For the 2:30pm section, we meet Thursday, May 16th, **1pm-2:50pm. Note that this is earlier than we normally meet. Clear your schedules.**

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!)
- **Your response should focus on the homework for the next class, not the previous class**. (If you have more to share about prior homework and classes, feel free to start a conversation in the Discussions)

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 Canvas
- 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.
- OARs should focus on homework for the next class, not the past class. If you have more to say about past classes, you can get credit by posting about it on the Discussion Board.

Upload Instructions

- Click on the "Assignments" link on the Canvas menu (left ribbon).
- Click on "Optional Assignment Responses" and then scroll all the way down to "Drag a file here, or Choose a file to upload" to upload your document.
- You will upload every response to this exact same place.

- Submit your assignment response in .pdf, .doc, or .docx form.
- 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 Canvas 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 Canvas, 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.**
 - It's perfectly OK for you to focus primarily on the assigned material that most interested you, but you must mention them all.
 - **If you do not mention all the assigned materials, then you will get no extra credit for your response.**
 - Referring to **all** the assigned materials means **100%** of the assigned materials! If the homework is to rewatch a video (such as the video on the OAR guidelines!), or if the homework includes reading a paper on how to write philosophy, then you must at least briefly mention those things as well as the "main" content homework.

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 1/6 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 4/6 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 Canvas, 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).