IMPLICIT BIAS

Professor: Jas M. Sullivan, Ph.D.
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Office Hours: Wednesdays 12:30-1:30, and by appointment

Course Description: Behaviors, attitudes, and actions that are based on prejudice is considered bias. Implicit bias is bias that is unconscious and automatic, which has serious consequences to ourselves and others. The purpose of this course is to examine the theoretical foundations of implicit bias and its effect on human behavior. Specifically, our discussions will focus on the following areas: defining implicit bias, measuring implicit bias (IAT, BIAT, and Single-Target IAT), and its implications.

Course Methods:

To reach these goals, you will:

> Read and discuss weekly assignments;
> Submit weekly memos; and
> Complete a research proposal that gauge competencies of course content.

Basic Expectations:

You can expect me (the professor) to:
> Arrive on time and be prepared for class;
> Follow the syllabus and alert you in advance of any changes;
> Respond as quickly and as thoroughly as possible to your work and concerns; and
> Evaluate your work fairly according to clearly communicated expectations.

I expect you (the student) to:
> Be both prompt and prepared for class;
> Place all cell-phones, CD players, and MP3 players in your book-bag;
> Read and follow the written syllabus and ask any clarifying questions in advance;
> Take the initiative in communicating with me before problems get out of control; and
> Evaluate your own work according to the expectations of the course.

> I'm happy to meet, talk, or email with you about problems, questions, confusions or concerns about the class, and hope you will take advantage of my office hours which are held on Wednesdays 12:30-1:30 or by appointment.

Policies & Procedures:

> Attendance & Participation- Class attendance is regarded as an obligation as well as a

privilege, and all students are expected to attend regularly and punctually to all classes. Failure to do so may jeopardize your grade. Absences of military personnel are reported in accordance with university rules. These guidelines follow University policy as described in the general catalog. I encourage meaningful and positive class participation. Participation will heavily be considered at the end of the semester. Meaningful and positive class participation needs to be done in an organized matter. Please raise your hand to be acknowledged. Talking out of turn will not be tolerated. Please respect me and your colleagues when they are speaking.

Student Code of Conduct- Chatting (side conversations), reading the paper, sleeping, wearing personal stereos, playing with cell-phone, and generally not paying attention during lecture can be distracting not only to me but to your fellow classmates. Students who must leave earlier than the end of the class period should inform me before lecture begins; otherwise they will be "absent." Please do not pack-up before I indicate that class has been dismissed. Please turn off cell-phones before coming into class. I expect that you will maintain the highest standards of intellectual honesty in this class. Anyone involved in any act of academic dishonesty as outlined by the University's Student Conduct Code will be referred to the Dean of Students.

Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Office of Disability Services (ODS). The ODS is located in 112 Johnston Hall. Phone is 225/ 578-5919. To receive academic accommodations for this class, please obtain the proper ODS forms and meet with me at the beginning of the semester.

Copyright Statement- Students shall adhere to the laws governing the use of copyrighted materials. They must ensure that their activities comply with fair use and in no way infringe on the copyright or other proprietary rights of others and that the materials used and developed at Louisiana State University contain nothing unlawful, unethical, or libelous, and do not constitute any violation of any right of privacy.

Required Texts:

Banaji, M. R., & Greenwald, A. G. (2016). *Blindspot: Hidden biases of good people*. Bantam.

Pérez, E. O. (2016). *Unspoken politics: Implicit attitudes and political thinking*. Cambridge University Press.

Additional required readings found on *Google Scholar*.

Evaluation:

▮ Participation (55 Points): Your grade will be based on your attentiveness, involvement, and attitude. I expect everyone to attend all classes. If you miss class for any reason, you are expected to obtain any missed material from other students in the class. I will not provide a summary of the class during my office hours. In order to obtain participation points, you obviously have to be present in class, you must have read the material before class, and add your voice to the classroom discussion. In addition, I will at random ask you to answer questions and share your input, and consistently not having a response will greatly affect your participation points. There will be 11 class sessions; for 11 of these class sessions you can earn 5 points for participation (totaling 55 points).

Each week there will be a list of required readings. Everyone is to read ALL of the readings.

■ **Student Discussion Leader** (50 points): One student each week will lead the discussion. The requirement of the discussion leader is as follows:

1. Submit to the instructor lecture notes on each of the readings. These lecture notes will be done using PowerPoint. In the PowerPoint presentations, detail the readings as if we haven't read it. In other words, don't just give us a quick summary of the readings. Think of this as an opportunity to teach us about the readings. At the end of the presentation, it is your opportunity to ask your colleagues broader theoretical questions, point out the limitations of the readings, and interesting ideas from the readings. **These presentations need to be uploaded to me ONLY on Moodle by Tuesday (11pm).** Late submissions will be considered a "0".

■ **Research Idea Memos** (110 Points): There are 11 reaction papers for 10 points each. You are to write a memo, which includes the following:

1. A short annotated bibliography of each of the articles you read—its purpose, research question(s), methods, and comments you have on the article.
2. The second part of the memo (and most important) is an original research idea you generated from the initial readings and articles you chose. The following should be included:
   a. A clear research question;
   b. Plans for conducting the research;
   c. Discussion of methods;
   d. Ways to go about answering your question(s); and
   e. Questions you would ask the class in order to answer some of the puzzles or problems you have about the research idea.

These memos are beginning blocks to generating future research projects; they are not final products. These memos need to be uploaded to Moodle by Wednesdays 6am, and it should be typed in Word, using Times New Roman and 12-point font. In addition, bring a hard copy of your memo, so when I do call on you, you have access to it. In other words, be prepared to discuss your memos. After the due date, you will NOT have access. An important note: submissions will NOT be graded, unless you are in class to discuss your memo. In other words, you can submit it, but unless you are present in class, it will not be grade. **These memos are due by Tuesday (11pm).** Late submissions will be considered a "0".

■ **Research Proposal** (100 Points): You are write a 10 to 15-page research proposal. The research proposal must include:

1. Title page and abstract
2. Introduction
   a. Introduce the research question and study's importance
3. literature review
4. Rationale
5. Restate question and develop hypotheses
6. Method:
   a. Sample size
   b. Assignments of participants
   c. Demographics
7. Study Design

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8. Measures
9. Procedure
10. Analysis
11. Conclusion
    a. Anticipated outcome/significance
    b. Add to the knowledge
12. Reference

All research proposals will be due on Moodle by **Tuesday, December 5, 11pm**—After 11pm, you will NOT have access, and your will receive a "0" for a grade.

■ **Research Proposal Presentation** (50 Points): Using PowerPoint, you are to present your research proposal to the class. You have 7 minutes to present. The hope is that the feedback you receive from the class will be used to revise the final draft. **All PowerPoint Presentations will be due on Moodle by Tuesday, November 14, 11pm—After 11pm, you will NOT have access.** If you are not prepared, you will receive a "0' for a grade. Also bring a copy of the print-out of the presentation to to me.

Grading Scale: In order to calculate your grade, you will divide your total points earned by the total points allowed--which is 365 points.

The following grading scale will be used to determine the letter grade for the course:

Letter Grade	From	To
A+	97	100
A	93	96.99
A-	90	92.99
B+	87	89.99
B	83	86.99
B-	80	82.99
C+	77	79.99
C	73	76.99
C-	70	72.99
D+	67	69.99
D	63	66.99
D-	60	62.99
F	0	59.99

Course Schedule: Subject to Change

Class Meetings:	Readings Due:
Wednesday, August 23	-Introductions -Discussion of Syllabus
Theoretical Foundations	

Wednesday, August 30	**BK**: Banaji and Greenwald, *Blind Spot*
	    -Chapter 1: "Mindbugs"
	    -Chapter 2: "Shades of Truth"
	Research Idea Memo 1: **Due on Moodle by Tuesday 11PM**

Wednesday, September 6	**BK**: Perez, *Unspoken Politics*
	    -Chapter 1: "Implicit Thoughts, Explicit Decisions"
	    -Chapter 2: "Two Ways of Thinking, Two Types of Attitudes"
	Research Idea Memo 2: **Due on Moodle by Tuesday 11PM**

Wednesday, September 13	**BK**: Perez, *Unspoken Politics*
	    -Chapter 3: "Implicit Expectations, Explicit Political Reasoning"
	    -Chapter 4: "Ghosts in the Associative Machine"
	Research Idea Memo 3: **Due on Moodle by Tuesday 11PM**

Measuring Implicit Bias	

Wednesday, September 20
 	
Full IAT
	BK: Banaji and Greenwald, *Blind Spot*
	    -Chapter 3: "Into the Blind Spot"
	BK: Perez, *Unspoken Politics*
	    -Chapter 5: "Unstated: The Measurement of Implicit Attitudes"
	Article: De Houwer, J., Teige-Mocigemba, S., Spruyt, A., & Moors, A. (2009). Implicit Measures: A Normative Analysis and Review. *Psychological Bulletin*, *135*(3), 347.
	Article: Lane, K. A., Banaji, M. R., Nosek, B. A., & Greenwald, A. G. (2007). Understanding and Using the Implicit Association Test: IV. *Implicit Measures of Attitudes*, 59-102.
	Research Idea Memo 4: **Due on Moodle by Tuesday 11PM**

Wednesday, September 27 Brief IAT Single Target IAT	**Article**: Nosek, B. A., Bar-Anan, Y., Sriram, N., Axt, J., & Greenwald, A. G. (2014). Understanding and using the brief implicit association test: recommended scoring procedures. *PLoS One*, *9*(12), e110938. **Article**: Sriram, N., & Greenwald, A. G. (2009). The brief implicit association test. *Experimental psychology*, *56*(4), 283-294. **Article**: Rothermund, K., & Wentura, D. (2010). It's brief but is it better? An evaluation of the brief implicit association test. *Experimental psychology*. **Article**: Houben, K., & Wiers, R. W. (2008). Implicitly positive about alcohol? Implicit positive associations predict drinking behavior. *Addictive behaviors*, *33*(8), 979-986. **Article**: Shariff, A. F., Cohen, A. B., & ANorenzayan, A. (2008). The devil's advocate: Secular arguments diminish both implicit and explicit religious belief. *Journal of Cognition and Culture*, *8*(3), 417-423. Research Idea Memo 5: **Due on Moodle by Tuesday 11PM**
Wednesday, October 4	Select ONE of the three versions of the IAT measure and create an IAT Research Idea Memo 6: **Due on Moodle by Wednesday 11PM**

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<tr><td colspan="2" align="center">Costs of Implicit Bias</td></tr>
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<td>Wednesday, October 11</td>
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BK: Banaji and Greenwald, *Blind Spot*
  -Chapter 4: "Not That There's Anything Wrong With That"
  -Chapter 5: "Homo Categoricus"

Ingroup and Outroup Attitudes:
Article: Nosek, B. A., Banaji, M. R., & Greenwald, A. G. (2002). Harvesting implicit group attitudes and beliefs from a demonstration web site. *Group Dynamics: Theory, Research, and Practice, 6*(1), 101.
Article: Ashburn-Nardo, L., Knowles, M. L., & Monteith, M. J. (2003). Black Americans' implicit racial associations and their implications for intergroup judgment. *Social Cognition, 21*(1), 61-87.
Research Idea Memo 7: **Due on Moodle by Tuesday 11PM**

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<td>Wednesday, October 18</td>
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BK: Perez, *Unspoken Politics*
  -Chapter 6: "Incognito: The Subconscious Nature of Implicit Expectations"
  -Chapter 7: "In Deliberation's Shadow: Education, (Un)awareness, and Implicit Attitudes"

Implicit Bias and Education:
Article: Gilliam, W. S., Maupin, A. N., Reyes, C. R., Accavitti, M., & Shic, F. (2016). Do early educators' implicit biases regarding sex and race relate to behavior expectations and recommendations of preschool expulsions and suspensions? *Research Study Brief. Yale University, Yale Child Study Center, New Haven, CT.*
Article: Nosek, B. A., Banaji, M. R., & Greenwald, A. G. (2002). Math= male, me= female, therefore math≠ me. *Journal of personality and social psychology, 83*(1), 44.
Article: Cvencek, D., Nasir, N. I. S., O'connor, K., Wischnia, S., & Meltzoff, A. N. (2015). The development of math–race stereotypes:"They say Chinese people are the best at math". *Journal of Research on Adolescence, 25*(4), 630-637.
Research Idea Memo 8: **Due on Moodle by Tuesday 11PM**

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<td>Wednesday, October 25</td>
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BK: Perez, *Unspoken Politics*
  -Chapter 8: "In Black and White: Race, Group Position, and Implicit Attitudes in Politics"
  -Chapter 9: "Conclusion: Implicit Attitudes and Explicit Politics"
Research Idea Memo 9: **Due on Moodle by Tuesday 11PM**

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<td>Wednesday, November 1</td>
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BK: Banaji and Greenwald, *Blind Spot*
  -Chapter 6: "The Hidden Costs of Stereotypes"
  -Chapter 7: "Us and Them"

Implicit Bias and Health:
Article: Phelan, S. M., Dovidio, J. F., Puhl, R. M., Burgess, D. J., Nelson, D. B., Yeazel, M. W., ... & Ryn, M. (2014). Implicit and explicit weight bias in a national sample of 4,732 medical students: The medical student CHANGES study. *Obesity, 22*(4), 1201-1208.
Article: Waytz, A., Hoffman, K. M., & Trawalter, S. (2015). A superhumanization bias in Whites' perceptions of Blacks. *Social Psychological and Personality*

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	Science, 6(3), 352-359. Research Idea Memo 10: **Due on Moodle by Tuesday 11PM**
Wednesday, November 8	**BK**: Banaji and Greenwald, *Blind Spot* -Chapter 8: "Outsmarting the Machine" **Implicit Bias and Crime:** **Article**: Akalis, S. A., Banaji, M. R., & Kosslyn, S. M. (2008). Crime alert!: How thinking about a single suspect automatically shifts stereotypes toward an entire group. *Du Bois Review: Social Science Research on Race, 5*(2), 217-233. **Article**: Nunes, K. L., Firestone, P., & Baldwin, M. W. (2007). Indirect assessment of cognitions of child sexual abusers with the Implicit Association Test. *Criminal Justice and Behavior, 34*(4), 454-475. **Article**: Levinson, J. D., Smith, R. J., & Young, D. M. (2014). Devaluing death: An empirical study of implicit racial bias on jury-eligible citizens in six death penalty states. *NYUL Rev., 89*, 513. Research Idea Memo 11: **Due on Moodle by Tuesday 11PM**
Wednesday, November 15	**Research Proposal Presentations (Upload to Moodle by Tuesday, November 14, 11PM)** -Bring a print-out copy for instructor.
Wednesday, November 29	**Work on Finalizing Research Proposals**
Tuesday, December 5	**Research Proposals Due (upload to Moodle by 11pm)**