

PSYC 588A (3 credits): Special Topics in Social and Personality Development
Primary Focus: The Development of Implicit Social Cognition

Instructor: Dr. Andrew Scott Baron **Email:** abaron@psych.ubc.ca

Time: Summer 2015 Term, Mondays & Thursdays, 2:00-4:30pm (Time still TBD)

Location: 2563 Kenny

Course Objectives:

- To critically analyze, evaluate, and have in-depth discussions of theoretical arguments and recent empirical findings on the development of implicit social cognition.
- To discuss central issues regarding the origins and development of intergroup bias.
- To establish a broad understanding of implicit social cognition from a social psychological and cognitive developmental perspective.

Course Description:

This course will explore different aspects of implicit social cognition with a particular emphasis on the development of intergroup bias. An emphasis will be placed on establishing a core foundation in dual process perspectives largely derived from adult social and cognitive psychology and then on understanding how development is both informed by and can inform such views. The relationship between implicit social cognition and behavior will also be examined. While this course is broadly concerned with development, a mature understanding of the phenomena discussed necessarily involves a level of mastery of the adult literature. As such, this course will include a substantial amount of readings from the adult literature and focus on discussions, presentations and other readings to address the implications of these arguments for development.

Course Requirements:

- 1) Class Participation. (20%) Students are expected to attend each meeting, having completed the readings and being prepared to discuss them. Students are expected to come to class with at least 2 questions or conversation points and to share their thoughts and questions on the readings each class. Students should write out these questions/points in advance of class, and post them on the course website by 10am the morning of class. Students should also bring these questions to class and be prepared to discuss them.
- 2) Class Presentations. (30%) Each class a student will summarize the key points from the readings and lead a discussion on the topic. The number of class presentations the student will be responsible for will depend in part on the size of the class (e.g., 1-3 presentations with the average being 2 presentations/per student). This involves preparing a succinct review of the readings and raising a number of thought questions to foster discussion with the class.

- 3) Response Papers. (20% total) Two 2-page (single-spaced) response papers for 1 set of readings (each). The sets of readings you choose for one of your response papers should be different from the set of readings that correspond with your class presentations. For example, if you are presenting the readings for Class #7 and Class #10, you cannot also do your response paper on the readings from both classes. Again, it is okay if one of the response papers is based on the same week in which you lead a class presentation. Response papers should clearly outline and critique the conceptual and methodological issues addressed in the readings. Typically, response papers will also raise questions provoked by the readings, suggest new directions for the research, and draw connections with other research. These are due by 12pm (noon) before class via email on the day we will discuss the readings.
- 4) Final Paper. (30%) An 8-to-10-page paper (double-spaced, not including title page and references) elaborating on a topic relevant to the course with a clear developmental focus. The paper will typically take one of two forms. One approach is to write a research proposal outlining the details of a novel study idea (or set of studies if applicable) that was inspired by the course readings and discussions. This proposal will include 3 sections: an introductory literature review, a proposed methods section, and a discussion of the hypothetical results; each constituting approximately 1/3 of the paper. A second approach is to expand on one of the topics (or set of related topics) covered in the course by providing a literature review and critique in the form of an expanded response paper and/or that offers a unique thesis or viewpoint such as advancing a novel framework or theory for integrating a set of findings. The final paper may take other forms with advanced permission from the instructor.

Psych 588: Course Readings & Timeline

May 11: Overview of the Key Issues in Implicit Social Cognition

Banaji, M. (2001). Implicit attitudes can be measured. In H. L. Roediger, III, J. S. Nairne, I. Neath & A. e.M. Surprenant (Eds.), *The nature of remembering: Essays in honor of Robert G. Crowder*. (pp. 117-150): American Psychological Association.

Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology*, 56, 5-18. doi:10.1037/0022-3514.56.1.5

May 14th: No class. I'm visiting MIT.

May 18th: No class. Victoria Day.

May 21st: Foundations of implicit bias (in childhood)

Rudman, L. A., Phelan, J.E., & Heppen, J. (2007). Developmental sources of implicit attitudes. *Personality and Social Psychology Bulletin*, 33, 1700-1713. doi: 10.1177/0146167207307487

Baron, A.S., & Banaji, M.R. (2006). The development of implicit attitudes: Evidence of race evaluations from ages 6, 10 & adulthood. *Psychological Science*, 17(1), pp. 53-58.

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

Additional Readings for Class Presenter:

Dunham, Y., Baron, A.S., & Banaji, M.R. (2008). The development of implicit intergroup cognition. *Trends in Cognitive Sciences*, 12(7), 248-253.

Degner, J., & Wentura, D. (2010). Automatic prejudice in childhood and early adolescence. *Journal of Personality and Social Psychology*, 98, 356–74. doi:10.1037/a0017993

May 25th: Influences on implicit bias (parents, cognitive consistency principles)

Sinclair, S., Dunn, E., & Lowery, B. S. (2005). The relationship between parental racial attitudes and children's implicit prejudice. *Journal of Experimental Social Psychology*, 41(3), 283-289.

Dunham, Y., Baron, A.S., & Banaji, M.R. (2007). Children and social groups: A developmental analysis of implicit consistency among Hispanic-Americans. *Self and Identity*, 6, pp. 238-255.

Additional Readings for Class Presenter:

Croft, A., Schmader, T., Block, K., Baron, A.S. (2014). The Second Shift reflected in the second generation: Do Parents' gender roles at home predict children's aspirations. *Psychological Science*, 25(7), 1418-1428. DOI: 10.1177/0956797614533968.

Cvencek, D., Meltzoff, A. N., & Kapur, M. (2014). Cognitive consistency and math–gender stereotypes in Singaporean children. *Journal of Experimental Child Psychology*, 117, 73–91. doi:10.1016/j.jecp.2013.07.018

May 28th: Status and functions of intergroup bias

Baron, A.S., & Banaji, M.R. (2009). Evidence for the early emergence of system justification in children. *Social and Personality Psychology Compass*, 3(6), 918-926.

Dunham, Y., Srinivasan, M., Dotsch, R., & Barner, D. (2014). Religion insulates ingroup evaluations: The development of intergroup attitudes in India. *Developmental Science*, 17, 1–9.

doi:10.1111/desc.12105

Newheiser, A.-K., Dunham, Y., Merrill, A., Hoosain, L., & Olson, K. R. (2014). Preference for high status predicts implicit outgroup bias among children from low-status groups. *Developmental Psychology, 50*, 1081–90. doi:10.1037/a0035054

Additional Readings for Class Presenter:

Dovidio, J. F., Kawakami, K., & Gaertner, S. L. (2002). Implicit and explicit prejudice and interracial interaction. *Journal of Personality and Social Psychology, 82*(1), 62-68. doi:10.1037/0022-3514.82.1.62

June 1st: Changing implicit cognitions

Lai, C. K., Marini, M., Lehr, S. A., Cerruti, C., Shin, J. L., Joy-Gaba, J. A., Ho, A. K., Teachman, B. A., Wojcik, S. P., Koleva, S. P., Frazier, R. S., Heiphetz, L., Chen, E., Turner, R. N., Haidt, J., Kesebir, S., Hawkins, C. B., Schaefer, H. S., Rubichi, S., Sartori, G., Dial, C., Sriram, N., Banaji, M. R., & Nosek, B. A. (2014). A comparative investigation of 17 interventions to reduce implicit racial preferences. *Journal of Experimental Psychology: General, 143*, 1765-1785.

Baron, A.S. (2015). Constraints on the development of implicit intergroup attitudes. *Child Development Perspectives*. DOI: 10.1111/cdep.12105

Additional Readings for Class Presenter:

Gonzalez, A., Baron, A.S., & Steele, J. (unpublished manuscript). Reducing implicit race bias through exposure to counter-stereotypical exemplars.

Devine, P. G., Plant, E. A., Amodio, D. M., Harmon-Jones, E., & Vance, S. L. (2002). The regulation of explicit and implicit race bias: The role of motivations to respond without prejudice. *Journal of Personality and Social Psychology, 82*(5), 835-848. doi:10.1037/0022-3514.82.5.835

June 4th: Dual Process theories

Gawronski, B. & Bodenhausen, G. V. (2006). Associative and propositional processes in evaluation: An integrative review of implicit and explicit attitude change. *Psychological Bulletin, 132*, 692–731. doi:10.1037/0033-2909.132.5.692

Mandelbaum, E. (2014, June). Attitude, inference, association: On the propositional structure of implicit bias.

<http://static1.squarespace.com/static/54c160eae4b060a8974e59cc/t/54d15a13e4b0c5340ae34813/1423006227998/nous+attitude+inference+association+prepub.pdf>

Additional Readings for Class Presenter:

Gawronski, B., & Bodenhausen, G. V. (2007). Unraveling the processes underlying evaluation: Attitudes from the perspective of the APE Model. *Social Cognition, 25*, 687–717.
doi:10.1521/soco.2007.25.5.687

June 8th: Are babies racist?

Bar-Haim Y, Ziv T, Lamy D, & Hodes RM (2006) Nature and nurture in own-race face processing. *Psychological Science* 17(2):159-163.

Kelly DJ, *et al.* (2005) Three-month-olds, but not newborns, prefer own-race faces. *Developmental Science* 8(6):F31-F36.

Kelly DJ, *et al.* (2007) The other-race effect develops during infancy evidence of perceptual narrowing. *Psychological Science* 18(12):1084-1089.

Additional Readings for Class Presenter:

Kinzler KD, Dupoux E, & Spelke ES (2007) The native language of social cognition. *Proceedings of the National Academy of Sciences* 104(30):12577-12580.

Quinn PC, Yahr J, Kuhn A, Slater AM, & Pascalis O (2002) Representation of the gender of human faces by infants: A preference for female. *PERCEPTION-LONDON-* 31(9): 1109-1122.

June 11th: Self and familiarity: on the automaticity of intergroup (or intragroup) bias

Meltzoff, A. N. (2007). 'Like me': A foundation for social cognition. *Developmental Science, 10*, 126–134.

Hamlin, J. K., Mahajan, N., Liberman, Z., & Wynn, K. (2013). Not like me= bad: infants prefer those who harm dissimilar others. *Psychological Science, 24*(4), 589-594.

Additional Readings for Class Presenter:

Buttelmann, D., & Böhm, R. (2014). The Ontogeny of the Motivation That Underlies In-Group Bias. *Psychological Science, 25*(4), 921-927.

Pun, A., Baron, A.S., Diesendruck, G., Ferera, M., & Hamlin, J.K. Foundations of infants' social group preferences. (unpublished manuscript).

June 15th: Conceptual and methodological critiques to implicit measures of bias

Blanton, H. & Jaccard J. (2006). Arbitrary metrics in psychology. *American Psychologist, 61*(1),

27-41.

Greenwald, A. G., Nosek, B. A., & Sriram, N. (2006). Consequential validity of the Implicit Association Test: Comment on the article by Blanton and Jaccard. *American Psychologist*, *61*(1), 56-61.

Additional Readings for Class Presenter:

Arkes, H., & Tetlock, P.E. (2004). Attributions of Implicit Prejudice, or "Would Jesse Jackson Fail the Implicit Association Test?" *Psychological Inquiry*, *15* (4), 257-278.

June 18th: Next Big Thing in the development of implicit intergroup cognition

* Each student pick one new reading and come prepared to discuss it.