

Implicit Bias: A New (Invisible) Form of Oppression
(Philosophy 401) *Topics in Philosophy: Ethics and Society*

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Office Hours: Tues & Thurs 1:30-2:30, & by appt

Course Topic

Did you know that even though you might *explicitly* believe that people of diverse racial backgrounds, genders, sexuality, and ability are equal, you likely also harbor *implicit* biases to the contrary? In the last several decades, philosophers, psychologists and social scientists have been shocked to find that many people who verbally report commitments of equality nevertheless make negative associations with diverse social groups: for example, unknowingly and unintentionally associating Black faces with weapons more quickly than white faces or associating weak characteristics with women instead of men. Even those with sincere and admirable intentions are susceptible to these biases, posing a unique challenge for social justice issues. In this interdisciplinary class, we will explore psychological research on the existence and nature of implicit biases, investigate the philosophical implications of implicit bias, and evaluate various strategies for dealing with implicit bias with the aim of gaining insight into how to make progress toward social justice in an age of implicit, and oftentimes invisible, oppression.

Learning Goals

By the end of this course, I hope that students will a) have a strong understanding of the nature and implications of implicit biases, b) be able to make connections between the content of the course and their own experiences with implicit biases, c) be able to skillfully express their ideas about the course content in verbal and written form, and d) be able to accurately interpret and charitably engage with others' ideas.

Required Texts

- All readings are in the course packet available at the bookstore.

Assignments and Grading:

- 1. Daily reading quizzes:** There will be a five minute quiz at the beginning of most classes where you will be asked to write one paragraph on a specific question about the reading due that day. The aim of the quizzes is to measure your understanding of the readings, serve as a “philosophical warm up,” and help guide our critical reflection during class. **(10%)**
- 2. Skills assignments:** There will be a number of small assignments scattered throughout the quarter that aim to help students build skills needed for the larger course assignments. These will include assignments such as “explain in one paragraph the significance of a particular reading,” “choose a reading from the previous week and explain in one paragraph how it relates to your daily moral experiences,” “attend a writing-center session to discuss one of your papers with a writing tutor,” “work together in small groups to create a summary of Haidt’s argument,” and “watch the film *Crash* and write about the role of explicit and implicit biases in the movie.” **(10%)**
- 3. Three short papers (3-4 pages):** Students will be required to write three short papers providing analysis of a particular question/reading discussed in the course. Students will have several prompts to choose from, which will be distributed throughout the quarter. We will discuss the writing guidelines and rubric for each paper as the due dates draw closer. A rough draft for each paper will be due one week before the final draft is due. **(Each rough draft= 3%. First Paper = 10%. Second Paper =11%. Third Paper=15%)**

4. **Workshop:** Students will collaborate to create and host a workshop on implicit biases. The workshop will be designed to educate people about implicit biases, illustrate the consequences of implicit biases, and offer strategies for countering implicit biases. The workshop preparation will be divided among small groups (3-4 students each). Students will be graded on content comprehension, clarity in presentation, and ability to collaborate well. The assignment points will be distributed amongst preparation (10%) and actually conducting the workshop, which will happen in the time-slot designated for the final exam (5%). **(15%)**

5. **Term paper:** For the term paper (7-10 pages), you will choose one of the three short papers to revise and develop more fully. Though the term paper is an extension of one of the short papers, it is expected to look significantly different as you will have continuously reflected on the topic, gained more insight through further course readings, and gathered much feedback from fellow students, outside writing resources, and myself. **(20%)**

Reading Schedule

WEEK 1: Is Having the Right Commitments Enough?

Melvin J. Lerner. *The Justice Motive in Social Behavior: An Introduction.*

Virginia Valian. *Chapter 7 from Why So Slow? The Advancement of Women.*

WEEK 2: Implicit Vs. Explicit

Steven A. Sloman. *The Empirical Case for Two Systems of Reasoning.*

Jonathan Evans & Keith. Frankish. *The Duality of the Mind: An Historical Perspective*

Richard Samuels. *The Magical Number Two, Plus or Minus: Comments on Dual Systems*

WEEK 3: Implicit Vs. Explicit Continued

John F. Kihlstrom. *The Cognitive Unconscious*

John A. Bargh & Tanya L. Chartrand. *The Unbearable Automaticity of Being*

Richard Nisbett and Timothy DeCamp Wilson. *Telling More Than We Can Know: Verbal Reports on Mental Models*

Patricia G. Devine and Margo J. Monteith. *Automaticity and Control in Stereotyping*

WEEK 4: Implicit Bias

John F. Dovidio & Samuel L. Gaertner. *Aversive Racism and Selection Decisions: 1989 & 1999*

B. Keith Payne & Bertram Gawronski. *A History of Implicit Social Cognition: Where is it coming from? Where is it Now? Where is it Going?*

Jerry Kang. *Implicit Bias: A Primer for Courts*

John T. Jost, Laurie A. Rudman, Irene V. Blair, Dana R. Carney, Nilanjana Dasgupta, Jack Glaser, and Curtis D. Hardin. *The Existence of Implicit Bias is Beyond Reasonable Doubt: A Refutation of Ideological and Methodological Objections and Executive Summary of Ten Studies That No Manager Should Ignore*

WEEK 5: Implicit Bias: Case Studies

Michael I. Norton, Joseph A. Vandello, & John M. Darley. *Casualty and Social Category Bias*

Marianne Bertrand and Sendhil Mullainathan. *Are Emily and Greg More Employable Than Lakisha and Jamal?*

Rhea Seinpreis, Katie Anders, and Dawn Ritzke. *The Impact of Gender on the Review of the Curricula Vitae of Job Applicants and Tenure Candidates: A National Empirical Study.*

WEEK 6: Case studies continued

Eric Uhlmann and Geoffrey Cohen. *"I Think It, Therefore It's True": Effects of Self-Perceived Objectivity on Hiring Discrimination.*

Jennifer Saul. *Implicit Bias, Stereotype Threat and Women in Philosophy*

WEEK 7: Implicit Bias and Justice

Sally Haslanger. *Changing the Ideology and Culture of Philosophy: Not by Reason (Alone)*

Christine Joll and Cass R. Sunstein. *The Law of Implicit Bias*

Judith Howard. *Tensions of Social Justice: 2002 Presidential Address to the Pacific Sociological Association.* * **Guest visit by Judith Howard this week.***

WEEK 8: Implicit Bias: Who's Responsible?

Daniel Kelly and Erica Roedder. *Racial Cognition and the Ethics of Implicit Bias*

Jules Holroyd. *Responsibility for Implicit Bias*

Angela Smith. *Responsibility for attitudes: Activity and passivity in mental life*

WEEK 9: Responsibility continued

George Sher. *Chapters 1 and 2 from Who knew? Responsibility without Awareness*

Neil Levy. *Consciousness, Implicit Attitudes and Moral Responsibility*

WEEK 10: Strategies

Margo J. Monteith, Clarence V. Spicer, and Gregory D. Tooman. *Consequences of Stereotype Suppression: Stereotypes On AND Not On the Rebound*

Adam Galinsky and Gordon Moskowitz. *Perspective-Taking: Decreasing Stereotype Expression, Stereotype Accessibility, and In-Group Favoritism*

Laurie A. Rudman, Richard D. Ashmore, and Melvin L. Gary. *"Unlearning" Automatic Biases: The Malleability of Implicit Prejudice and Stereotypes*

WEEK 11: Strategies Continued

Benoît Monin and Dale T. Miller. *Moral Credentials and the Expression of Prejudice*

Irene V. Blair. *The Malleability of Automatic Stereotypes and Prejudice*

Nilanjana Dasgupta and Shaki Asgari. *Seeing is Believing: Exposure to Counterstereotypic Women Leaders and Its Effect on the Malleability of Automatic Gender Stereotyping*

WEEK 12: Strategies Continued

Michael Johns, Toni Schmader, and Andy Martens. *Knowing is Half the Battle: Teaching Stereotype Threat as a Means of Improving Women's Math Performance.*

Brandon Stewart and Keith Payne. *Bringing Automatic Stereotyping Under Control: Implementation Intentions as Efficient Means of Thought Control.*

WEEK 13: Strategies Continued

Gordon B. Moskowitz. *On the Control over Stereotype Activation and Stereotype Inhibition*

Gordon B. Moskowitz and Peizhong Li. *Egalitarian Goals Trigger Stereotype Inhibition: A Proactive Form of Stereotype Control*

WEEK 14: Workshop Preparation. No Assigned Readings**WEEK 15: Workshop Preparation. No Assigned Readings**