

Comprehensive Final Report

Part 1: Comprehensive Written Report

Section A: Perspective-Taking Achievement Analysis

Rubric Level	Evidence
Gathering Perspectives	Stakeholders interviewed (Informal Research): Joey – Latina college student (Gen Z) Joey grew up in a strict Hispanic household where mental health, LGBTQ+ issues, and discussions about race were taboo. She recalled explicit racist comments from family members and an incident where her father destroyed a school project depicting a Black person. As an adult, she actively teaches her nieces and nephews tolerance, warns them about online radicalization, and emphasizes exposure to diverse peers and kindness as ways families can interrupt inherited prejudice. Sammiy – Queer white young adult, IDS Sociology/Political Science graduate (Millennial) Sammiy was raised in a religious, homophobic, and racially homogeneous community where negative stereotypes about minorities were common. Through higher education and personal relationships—including marriage to a Black transgender man—they developed a strong awareness of social learning, systemic racism, and the generational transmission of bias. They emphasized empathy, diverse exposure, and critical reflection as key tools families can use to counter prejudice. Dr. Pryor – Retired UCF communication professor, grandparent (Silent Generation) Dr. Pryor described growing up in a segregated Detroit neighborhood with widespread racial fear, yet also recalled positive cross-racial relationships that challenged these norms. His later work in academia exposed him to diverse students and reinforced his belief that implicit bias is subtle but able to be disrupted through self-reflection and intentional moral guidance within families. Academic disciplines consulted (Formal + course contexts): ● Psychology: Informed understanding of implicit bias, family climate, and ethnic–racial socialization (ERS).

	● Sociology: Provided insight into how systemic inequities and cultural norms are reproduced through institutions and family dynamics. ● Women's and Gender Studies: Contributed a framework for examining power, identity, and intersectionality within family socialization and bias formation. ● Education: Offers evidence on intergroup contact, diversity learning, and early social development. Service learning observations (Project Implicit): ● Logged 15 hours of participation as a formal research subject in Harvard's Project Implicit studies. ● Completed Implicit Association Tests (IATs) on race, social class, and health bias, among others. Some tests focused on sorting AI-generated images to refine research methods. ● Noted patterns between explicit beliefs and implicit responses, recognizing how personal upbringing and exposure shape hidden associations. ● Gained firsthand appreciation for the psychological complexity of bias, seeing how unconscious preferences can persist even among those with strong egalitarian values. Informal sources explored: ● Reflections from relevant coursework such as Psychology of Prejudice and Discrimination, Issues in Diversity, and Women's Studies courses, which addressed bias through social learning, stereotype formation, and cultural norms. ● Media examples from lectures and TED Talks on critical thinking, social cognition, and implicit bias awareness that reinforced the idea that bias reduction requires both knowledge and emotional engagement. Additional sources (conversations, experiences, etc.):
--	---

	● Informal discussions with family and friends about the surprising results of my IATs, exploring where those patterns may have come from. ● Personal reflections documenting emotional reactions and self-awareness following each study, illustrating my growing understanding of how bias operates at both the individual and cultural levels.
Synthesizing	Example A — Academic research WITH service observations: Through my formal research, I found strong evidence that intentional ethnic–racial socialization (ERS) within families can reduce anxiety, strengthen identity, and promote healthier intergroup attitudes (Saleem et al., 2023). When I compared this research to my Project Implicit experiences, the connection became clear: even people who consciously reject prejudice can still show automatic, implicit biases. These findings reinforced the idea that awareness alone is not enough—bias must be countered through repeated communication and reflection. Family conversations act as reinforcement contexts, helping individuals reframe stereotypes over time and model inclusivity across generations. Example B — Stakeholder views WITH systemic variables: Across my interviews, a common thread was that family attitudes develop within broader systemic conditions, not in isolation. Joey described growing up in a home where racist comments were normalized and where open discussion about race or identity was discouraged; this reflected larger cultural norms within her community that treated certain topics as taboo. Sammiy’s experience in an overwhelmingly white, religious town showed how a lack of exposure to diversity, combined with conservative media messaging, shaped family-level stereotyping. Dr. Pryor’s childhood in segregated Detroit demonstrated how housing patterns and institutional separation reinforced racial fear at the interpersonal level. Connecting these narratives to systemic variables in sociology helped me see that families often reproduce the biases embedded in their environments, whether through cultural silence, neighborhood segregation, or community-level narratives about “other” groups. This synthesis made clear that meaningful change requires both micro-level work (family communication, representation, and

	modeling empathy) and macro-level efforts (integrated schooling, equitable media representation, and diverse peer exposure). Neither level alone can fully disrupt intergenerational bias – but the two together can create the conditions for long-term cultural change. Connecting to theory: A passage from my text for Psychology of Prejudice, <i>Psychology of Prejudice and Discrimination</i> (Kite & Whitley, 2016) cites psychologist John Duckitt (1994), who challenges the fatalistic belief that prejudice is inevitable: “It is only the potential for prejudice that is inherently human, and this potential is realized only under particular social circumstances... it does create the possibility of structuring societies and circumstances in order to make tolerance rather than prejudice the norm” (p. 527). This insight ties directly to my project’s thesis. Families—being a child’s first social structure— play a crucial role in shaping those “circumstances.” Through intentional dialogue and education, they can help make tolerance the norm, proving that bias is not an unchangeable human trait but a reflection of learned patterns that can be restructured through empathy, exposure, and understanding.
Analyzing & Integrating	.When I began my IDS Impact Project, I assumed bias could be overcome primarily through awareness. However, by integrating insights from psychology, sociology, education, and women’s studies, I learned that awareness alone is not enough– bias is sustained through both individual cognition and social reinforcement. My interviews, research, service learning, and interdisciplinary coursework together revealed how early learning environments and family communication function as bridges between those forces. Although each interviewee grew up in very different racial contexts, a shared theme emerged: silence and avoidance around race shape children’s interpretations just as much as explicit messages do. Joey described joking comments that seemed harmless at the time but later revealed underlying cultural stereotypes. Sammiy’s experience in a racially homogeneous and religious rural town showed how <i>lack of</i>

	<i>exposure</i> to diversity allowed stereotypes to fill the gaps. Dr. Pryor’s upbringing in segregated Detroit added a historical dimension—children internalize not only family messages but also the racial structure of the communities they inhabit. These personal accounts aligned strongly with my research: silence is a lesson, and inaction sustains systemic bias. Psychological research (Saleem et al., 2023; Meltzoff & Gilliam, 2024) reinforces this by showing that children form racial associations early—often before age five— but that explicit conversation and ethnic—racial socialization can interrupt harmful patterns. Sociological work such as Guidetti, Carraro, and Castelli (2021) demonstrates how parents’ social dominance or authoritarian beliefs shape children’s fairness judgments and ingroup bias. Wang et al. (2020) add yet another layer, revealing that even <i>implicit</i> parental attitudes—expressed subtly through differing empathy toward victims of different races— are absorbed by children. My service learning with Project Implicit deepened this understanding in a way research alone could not. Taking IATs made the experience of implicit bias personal: even when I consciously endorse equality, automatic associations can still reveal cultural patterns I did not realize I had internalized. That tension between explicit beliefs and implicit reactions clarified why meaningful change requires repeated reflection and reinforcement, not one-time awareness. It also confirmed that families— because of the frequency and intimacy of interaction— are uniquely positioned to provide that ongoing reinforcement. My interdisciplinary training allowed me to understand implicit racial bias as a multilayered phenomenon that demands equally multilayered solutions. Psychology helped me understand the cognitive mechanisms behind implicit associations. Sociology illuminated the structural conditions that shape what families believe is “normal.” Education studies showed how early communication and multicultural exposure can reshape bias before it solidifies. Women’s studies provided the lens of intersectionality and empathy-based learning, emphasizing that identity is always shaped through overlapping systems of power. Integrating these perspectives revealed something no single discipline could show: families are not merely passive transmitters of
--	--

Haley Pryor

IDS4934

11/30/2025

	cultural messages– they are powerful intervention points capable of reshaping intergenerational attitudes when intentional communication, exposure, and empathy-building practices are present. This realization is at the heart of interdisciplinary thinking: blending diverse perspectives to uncover possibilities for long-term cultural transformation.
--	--

Section B: Service Learning and IDS Tool Transfer

Service Learning Connection

My service with Harvard’s Project Implicit gave me the opportunity to move beyond theory and witness how deeply embedded implicit attitudes truly are. Participating in online IAT studies –many focused on race, sexuality, health, or other social issues– helped me confront my own automatic responses in real time. One study revealed that I unconsciously associated “middle class” with positive traits more than any other social class, a result that challenged my assumption of complete impartiality. Experiencing that subtle discomfort firsthand reshaped my understanding of bias as a psychological habit, not a conscious choice (Lai et al., 2016). It also deepened my empathy for those navigating bias-based systems daily, reinforcing research showing that awareness, repetition, and education are essential to long-term attitude change (Lai et al., 2014).

Cognitive Tool Transfer

The IDS cognitive tool of perspective-taking– as described by Repko (2020)– was central to both my academic and service-learning experiences, though it operated differently in each. In

Haley Pryor

IDS4934

11/30/2025

my research, I used perspective-taking to synthesize insights from psychology, sociology, education, and women's studies, examining how families can actively disrupt bias across generations (Saleem et al., 2023; Guidetti et al., 2021). Within Project Implicit, however, perspective-taking became an introspective exercise: I had to view myself as both participant and researcher, analyzing my own mental shortcuts through empathy rather than judgment. This aligns with findings that self-regulation and reflection can reduce prejudice when individuals recognize inconsistencies between their values and automatic responses (Kite & Whitley, 2016). In both contexts, perspective-taking functioned as what Repko (2020) calls a "boundary-crossing tool"—helping me bridge the divide between self and system, theory and practice, transforming understanding into mindful accountability.

Reciprocal Learning

Through my service work, I learned something research alone could not teach: the emotional complexity of confronting one's own biases. Academic sources often describe prejudice abstractly, but taking the IAT made it personal— it forced me to acknowledge how cultural and cognitive conditioning operate even in well-intentioned individuals. Conversely, my academic research helped me process those experiences with compassion and context. For example, Meltzoff and Gilliam (2024) emphasize that children internalize social cues about race early, demonstrating how these implicit associations are learned rather than innate. Understanding that helped me interpret my own IAT results without defensiveness. Service learning transformed abstract theory into lived insight, showing how reflection grounded in empirical evidence can empower rather than shame.

Haley Pryor

IDS4934

11/30/2025

Impact Potential

Based on my integrated understanding, one actionable intervention would be to develop nationwide family-based bias-literacy workshops rooted in both psychological and educational research. These workshops could teach parents and children to discuss race, class, and fairness through multicultural education principles, encouraging empathy, awareness, and dialogue (Kite & Whitley, 2016). Such programs would draw on intergroup contact theory— especially Allport’s conditions of equal status, cooperation toward a common goal, and institutional support— to create meaningful interaction and shared learning among diverse families (Pettigrew & Tropp, 2011). Collaborating with schools, community centers, and organizations like Project Implicit would make participation accessible both online and locally, ensuring that resources reach families across economic and geographic lines.

To engage those who might initially resist participation, the program could emphasize universal learning goals rather than “bias correction.” For example, framing workshops around empathy-building, family communication, and cultural awareness would invite broader involvement while still advancing the underlying purpose of prejudice reduction. Over time, as families share personal experiences and work cooperatively on community projects, the workshops could fulfill Allport’s principles naturally— building understanding through contact and cooperation. By combining multicultural education with the proven power of intergroup contact, this initiative could transform the home into the first classroom for empathy, creating generational change in how we understand difference.

Section C: Integration Synthesis Table

Project Component	Key Perspectives	Most Surprising Discovery	Service Connection
Unpacking Variables	I mapped implicit racial bias as a <i>complex adaptive system</i> that spans individual (cognitive processes and family socialization), social (schools, neighborhoods, media), and structural levels (policy, law, economic inequality). I drew especially on psychology, sociology, education, and political science to see how feedback loops between these layers make bias self-reinforcing rather than just an “individual attitude.”	I was surprised by how many variables subtly interact—parenting styles, curriculum, teacher expectations, segregation, cultural narratives, and more. Realizing that <i>silence</i> in families and institutions functions as a variable (not a neutral absence) changed how I thought about “doing nothing” as actually participating in the system.	This systems lens is what made Project Implicit feel like one “node” in a bigger network of interventions. When I started taking IATs, I wasn’t just curious about my scores— I saw them as individual-level data points inside a larger system I had already mapped in Unpacking the Issue (e.g., tools to increase self-awareness alongside school reforms and media change).
Stakeholder Interviews	The interviews added lived, generational, and cultural perspectives: Joey (Latina Gen Z college student), Sammiy (queer white Millennial, IDS grad), and Dr. Pryor (white retired professor, Silent Generation grandparent). Together they showed	What surprised me most from the interviews was how <i>nonlinear</i> and <i>changeable</i> family influence can be. Joey, Sammiy, and my grandfather all described growing up in environments with strong prejudice or fear, yet each also told stories about	Hearing real stories about how bias is transmitted (and sometimes interrupted) made my Project Implicit work feel personal. After I began getting surprising IAT results, I followed up with my grandfather, Dr. Pryor, to talk about my upbringing, our family’s values,

	how strict cultural norms, religious conservatism, and segregated neighborhoods shape family conversations—or silence—around race and identity.	turning points— new relationships, education, or experiences that shifted their views. Instead of family culture being a fixed “inheritance,” the interviews showed it as something that can be questioned, resisted, and reshaped across a lifetime and across generations.	and what these tests might mean in light of the current political climate. Those conversations helped me see my own results as part of a longer family and historical timeline, not just a snapshot of “my” attitudes. They also reinforced the idea that implicit bias is learned and can be unlearned over time, especially when families are willing to be honest, reflective, and engaged with tools like Project Implicit.
Academic Literature	Formal research added empirical depth: developmental and family psychology (e.g., ERS and family climate), social and political psychology (parental SDO/RWA and inequality aversion), and child development work on parents’ implicit attitudes and children’s empathy. These disciplines showed <i>how</i> parental beliefs, emotions, and implicit attitudes	The most surprising finding was how strongly mothers’ social dominance orientation and parents’ implicit biases predicted children’s decreased concern for outgroup members— even when kids explicitly said they valued fairness. It made “family influence” feel measurable and powerful rather than just a vague idea about “values.”	The formal studies gave me a framework to interpret my IAT experiences: instead of seeing my scores as random, I could connect them to patterns in the literature about how culture and family shape automatic associations. That made my Project Implicit hours feel like I was <i>inside</i> the kind of data I was reading about, strengthening the bridge between

	travel into children's moral emotions and fairness judgments.		academic research and my service learning logs.
Critical Analysis	The Critical Analysis pushed me to layer cognitive-evolutionary perspectives (the "potential" for bias as a human tendency) with social learning theory, structural inequity, and critical thinking frameworks. I also examined who benefits from bias remaining unchallenged (e.g., unequal school funding, performative DEI) and used the "three whys" to interrogate taken-for-granted explanations.	Arguing the "opposite perspective" –that bias might be partly inherent– actually made my original thesis stronger. It forced me to see family communication not as a quick fix, but as one of the only sustained, everyday practices capable of interrupting automatic categorization over time. It was also eye-opening (and a little unsettling) to trace how institutions quietly benefit from maintaining imbalance while appearing committed to "diversity."	Critical Analysis reframed my Project Implicit service learning as part of a larger ecosystem of change rather than a stand-alone solution. I began to see IATs, family dialogue, multicultural education, and intergroup contact as interconnected tools– each necessary but insufficient on its own. That insight directly informed my proposed family-based bias-literacy workshops and helped me imagine how personal reflection and structural interventions could work together.

Section D: Interdisciplinary Reflection

If I had approached this topic from only one discipline, my understanding would be much narrower. Psychology alone could explain how implicit associations form in individuals, but it would say less about how segregation, schooling, and politics shape whose faces and stories we even see. Sociology alone could map out structural racism and cultural patterns, but without the

Haley Pryor

IDS4934

11/30/2025

cognitive side, it might underplay how real people internalize or resist those structures in their day-to-day lives. Education or women's and gender studies alone might highlight curriculum, identity, and power, but not fully capture how those pieces interact with family dynamics and implicit cognition. Putting these perspectives together helped me see implicit racial bias as something produced in the overlap between minds, families, institutions, and history— not in any one place.

My most significant “boundary crossing” moment happened when I started comparing my Project Implicit IAT results with what I had heard in the stakeholder interviews and read in my formal research. It was jarring to see my own implicit preferences on a screen and then connect them to stories about my grandfather's segregated Detroit, Joey's childhood in a strict Hispanic home, and Sammiy's experience in a rural white community. At that point I wasn't just applying theory to “other people”; I had to put myself in the analysis and treat my own results as data shaped by family, culture, and time.

This project has changed how I plan to approach complex problems going forward. I'm less likely to look for a single fix— like a training, a policy, or a good intention— and more likely to ask how different layers (individual beliefs, family norms, institutional practices, and broader narratives) are interacting. The interdisciplinary insight I'll carry into any future role, whether in HR, DEI, or another field, is that change is more realistic when we design solutions that address multiple layers at once and leave room for people to learn, reflect, and revise over time.

Haley Pryor

IDS4934

11/30/2025