

Psychology 421:01
Stereotyping and Prejudice
Spring 2012

Instructor: Dr. Diana T. Sanchez
Associate Professor
www.sanchezlab.com

Office Hours: Mondays & Thursdays 10-11am*
(*email to set up apt or I will not be there)

Contact Information:

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Time & Place: Mondays & Thursdays 8:40– 10:00am, LCB 103

Course Description

Relations between different social groups permeate society. Some of these groups may be based on race and ethnicity, class, age, sexual orientation, sex and gender, region of the country, people from different universities, people from different countries, sororities and fraternities, people from different dorms, etc. To say the least, intergroup interactions and relations, whether people are aware of them or not, are ubiquitous in society. Given the prevalence of intergroup interactions, it becomes increasingly important to investigate how these interactions can go astray. To that end, this course will introduce students to various social psychological frameworks for understanding the origins of prejudice, the consequences of prejudice, and ways to improve relationships between people who come from different social groups. Topics discussed will be applied to a variety of groups (e.g., race, gender, weight, sexual orientation, etc.) and have implications for various settings (e.g., educational, organization, clinical, etc.). This course is intended to help facilitate an understanding of discrimination and prejudice from a social psychological perspective. Using both empirical research and real experiences of members of several stigmatized groups observed via text and video, the psychologically-based causes, correlates, and consequences of discrimination and prejudice will be examined.

Course Objectives

- Develop a deeper understanding of prejudice via lectures, group discussions, films, classroom activities, and writing assignments
- Foster your ability to think critically about psychological concepts and research
- Broaden your awareness of social context as it pertains to stigmatized status
- Co-create a safe and engaging learning environment
- Understand psychological principles underlying prejudiced attitudes and discriminatory behaviors
- Become acquainted with current research on the causes, correlates, and consequences of prejudice and discrimination behaviors
- Gain a more objective view of your personal beliefs and behaviors
- I also hope that the course will deepen your awareness of prejudice and your commitment to challenging prejudice wherever you find it.

Requirements of Course

- Do all the required readings *before* class
- Actively participate in class (You will be expected to engage in conversation in small groups and with the rest of your section as a whole.)

Requirements Textbooks and Readings

- 1) Whitley, B.E. & Kite, M.E. (2006). *The Psychology of Prejudice and Discrimination*. Thomson Wadsworth. Go the Rutgers Bookstore or <http://www.cengagebrain.com/shop/isbn/9780495811282?cid=rld> for the e-book, printing and renting options (cost-saving options)
- 2) Supplemental readings will be posted on Sakai.

Classroom rules

- Respect each others comments even if you disagree with their opinions; challenge the idea and not the person. I encourage debate and critical discussion, but it must be respectful and polite.
- Voice your opinions, yet be sensitive of others' differences (race/ethnicity, religion, gender, sexual orientation, etc.)
- You must turn off cell phones.
- You may not use your laptops to surf the net in class. If laptops privileges are being abused, I reserve the right to ban them from class.

Grading

45% of your grade will be determined by your three exam scores.

The remaining 55% will be distributed as follows:

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|-----|---------------------------------------|
| 10% | Class Participation |
| 25% | Research Paper and Final Presentation |
| 20% | Discussion Leader |

Exams. Three multiple choice and short answer exams. Exams will cover material discussed in class (including my lectures, required readings, and discussion leader material), and handouts. Each exam will be worth 15% of your of your grade and will be non-cumulative.

Class Participation You are expected to come to class regularly and to participate in class activities and discussions. In addition to regular class attendance, *quality* of participation is very important: Ask questions, listen carefully to what your classmates and I have to say and offer appropriate and respectful comments in discussion. If you are attentive and actively participate, you will receive max participation points. If you miss section, are disruptive, or don't pay attention in class (e.g., are talking amongst yourselves or reading a paper) you will receive a zero for discussion participation.

Discussion Leader. You, along with 2-3 other students, will be responsible for guiding one of the class discussions. The goal of these class discussions is to address the article assigned for that day, and to talk about how the results of that article help address the three key questions of the course: 1) why people are prejudiced, 2) what outcomes are associated with prejudices, and 3) what can be done to minimize prejudice. Guidelines for discussion leading, along with tips on discussion leading are on pages 5-6 of the syllabus.

Research Paper and Presentation Students will work in groups of 3-4 to conduct a brief investigation of research concerning a current issue in prejudice and discrimination. Your findings will be presented in class. In addition, your group will turn in a page written report consisting of approximately 12 pages. Guidelines for the presentation and writing the paper will be given as the deadline approaches.

Questions about Grades If you have questions about a grade, you must contact me about it *within one week of receiving the grade back*. If you wait until the week before grades are due to talk to me about concerns you have about your performance in the class, it will be too late to do something about these matters.

Plagiarism. Rutgers University does not tolerate plagiarism or cheating. The department requires I turn people who have plagiarized to the Academic Judiciary Board. The penalty can include dismissal from Rutgers University. Remember, plagiarism does not merely consist of turning in an assignment someone else wrote. ***Plagiarism also occurs when the sources of ideas or words (direct quotes) are not cited.*** Also, copying text from source without explicitly quoting it is plagiarism (even if you cite the source). Please ask me if you are uncertain about how to cite references.

Attendance, Preparation, and Participation. Much of your learning will derive from discussion and exercises in class, so you cannot make up a missed class by simply copying notes from a classmate. Therefore, class attendance, preparation, and participation are expected. If you must miss a class, please obtain information about the missed class from your fellow students. I will not reteach classes as this is an unfair burden for faculty. Missing an exam disadvantages not only you, but your classmates, and me. Therefore, make-up exams will only be given for serious circumstances (make up exams will be substantially harder, all essay exams). Please make sure that you keep exam days free from other responsibilities.

Prof. Sanchez reserves the right to alter any articles or topics (but not exam dates) over the semester

Schedule of Readings, Exams, and Presentations

| DATE | TOPIC | READINGS |
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| Part 1: Definitions and the Perceiver's Perspective | | |
| TH 1/19 | Introduction and Overview of the Course Discussion Leader Assignments | Print a copy of the syllabus and bring it to class |
| M 1/23 | Introducing the concepts of stereotyping, prejudice, and discrimination | Chapter 1: Whitley & Kite |
| TH 1/26 | Social categorization and stereotypes & How to read a research article | Chapter 3: Whitley & Kite Article: How to Read a Research Article |
| M 1/30 | How psychologists study prejudice and discrimination (Paper/Presentation Group Assignments; Distribute Paper Assignments) | Chapter 2: Whitley & Kite <i>Assignment:</i> Take the IAT before coming to next class (https://implicit.harvard.edu/implicit/demo/) |
| TH 2/2 | Automatic vs. controlled processes of stereotype activation Discussion Leaders #1 (Go over assigned readings) | 1. Devine, P.G. (1989). Stereotypes and prejudice: Their automatic and controlled components. <i>Journal of Personality & Social Psychology</i> , 56, 5-18. 2. Payne, B.K. (2001). Prejudice and perception: The role of automatic and controlled processes in misperceiving a weapon. <i>Journal of Personality and Social Psychology</i> , 81, 181-192. 3. Greenwald, A. G., McGhee, D. E., & Schwartz, J. L.K. (1998). Measuring individual differences in implicit cognition: The implicit association test. <i>Journal of Personality and Social Psychology</i> , 74, 1464-1480. |
| M 2/6 | Individual differences and prejudice | Chapter 6: Whitley & Kite |
| TH 2/9 | Why do people stereotype and discriminate against others? Discussion Leaders #2 (Go over assigned readings) | 1. Macrae, C.N, Milne, A.B., & Bodenhausen, G.V. (1994). Stereotypes as energy-saving devices: A peek inside the cognitive toolbox. <i>Journal of Personality & Social Psychology</i> , 66, 37-47. 2. Fein, S., & Spencer, S.J. (1997). Prejudice as self-image maintenance: Affirming the self through derogating others. <i>Journal of Personality & Social Psychology</i> , 73, 31-44. 3. Brewer, M. B. (1999). The psychology of prejudice: Ingroup love or outgroup hate? <i>Journal of Social Issues</i> , 55(3), 429-444. |
| M 2/13 | What beliefs do people have about social categories that foster prejudice? Discussion Leaders #3 (Go over assigned readings) | 1. Pauker, K., Ambady, N., & Apfelbaum, E. P. (2010). Race salience and essentialist thinking in racial stereotype development. <i>Child Development</i> , 81, 1799-1813. 2. Williams, M. J., & Eberhardt, J. L. (2008). Biological conceptions of race and the motivation to cross racial boundaries. <i>Journal of Personality and Social Psychology</i> , 94(6), 1033-1047. 3. Morton, Postmes, Haslam, & Hornsby (2009) Theorizing Gender in the Face of Social Change: Is There Anything Essential About Essentialism? <i>Journal of Personality and Social Psychology</i> , 96, 653-664. |
| TH 2/16 | *****Exam #1***** | |
| Part 2: The Target's Perspective | | |
| M 2/20 | No Class | No Class |
| TH 2/23 | Prejudice based on gender, sexual orientation, and age Movie: The Color of Fear | Chapter 9: Whitley & Kite |
| M 2/27 | Visible vs. Concealable Stigmas Discussion Leaders #4 (Go over assigned readings) | 1. Frable, D. E. S. (1993). Being and feeling unique: Statistical deviance and psychological marginality. <i>Journal of Personality</i> , 61(1), 85-110. 2. Quinn, D. M., Kahng, S. K., & Crocker, J. (2004). Discreditable: Stigma effects of revealing a mental illness history on test performance. <i>Personality and Social Psychology Bulletin</i> , 30(7), 803-815. 3. Crocker, J., Voelkl, K., Testa, M., & Major, B. (1991). Social stigma: The affective consequences of attributional ambiguity. <i>Journal of Personality & Social Psychology</i> , 60, 218-228. |
| TH 3/1 | The experience of discrimination | Chapter 11: Whitley & Kite |
| M 3/5 | The effects of stigma on identity and performance Discussion Leaders #5 (Go over assigned readings) | 1. Schmader, T., Major, B., & Gramzow, R. H. (2001). Coping with ethnic stereotypes in the academic domain: The role of psychological disengagement. <i>Journal of Social Issues</i> , 57, 93-111. 2. Branscombe, N. R., Schmitt, M. T., & Harvey, R. D. (1999). Perceiving pervasive discrimination among African-Americans: |

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| | | Implications for group identification and well-being. <i>Journal of Personality and Social Psychology</i> , 77, 135-149. 3. Steele, C.M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. <i>Journal of Personality and Social Psychology</i> , 69, 797-811. |
| TH 3/8 | The effects of stigma in intergroup interactions Discussion Leaders #6 (Go over assigned readings) | 1. Word, C., Zanna, M., & Cooper, J. (1974). The non-verbal mediation of self-fulfilling prophecies in interracial interaction. <i>Journal of Experimental Social Psychology</i> , 10, 109- 120. 2. Miller, C.T., Rothblum, E.D., Felicio, D., & Brand, P. (1995). Compensating for stigma: Obese and nonobese women's reactions to being visible. <i>Personality & Social Psychology Bulletin</i> , 21, 1093-1106. 3. Shelton, J. N., Richeson, J. A., & Salvatore, J. (2005). Expecting To Be the Target of Prejudice: Implications for Interethnic Interactions. <i>Personality and Social Psychology Bulletin</i> , 31(9), 1189-1202. |
| 3/10 to 3/18 | *****NO CLASS: SPRING BREAK ***** | |
| M 3/19 | *****Exam #2***** | |
| Part 3: Strategies for Improving Intergroup Relationships | | |
| TH 3/22 | Reducing prejudice and discrimination | Chapter 12: Whitley & Kite |
| M 3/26 | Self-regulation of prejudiced behavior Discussion Leaders # 7(Go over assigned readings) | 1. MacRae, C. N., Bodenhausen, G. V., Milne, A. B., & Jetten, J. (1994). Out of mind but back in sight: Stereotypes on the rebound. <i>Journal of Personality and Social Psychology</i> , 67, 808-817. 2. Monteith, M. J., Ashburn-Nardo, L., Voils, C. I., & Czopp, A. M. (2002). Putting the Brakes on Prejudice: On the Development and Operation of Cues for Control. <i>Journal of Personality and Social Psychology</i> , 83(5), 1029-1050. 3. Plant, E. A., & Devine, P. G. (1998). Internal and external motivation to respond without prejudice. <i>Journal of Personality & Social Psychology</i> , 75(3), 811-832. |
| TH 3/29 | Discuss Final Research Projects This Week with Me | Come with your group's research presentation/final paper ideas! |
| M 4/2 | From prejudice to discrimination | Chapter 10: Whitley & Kite |
| TH 4/5 | The costs and benefits of confronting prejudice Discussion Leaders #8 (Go over assigned readings) | 1. Kaiser, C. R., & Miller, C. T. (2001). Stop complaining! The social costs of making attributions to discrimination. <i>Personality and Social Psychology Bulletin</i> , 27, 254-263. 2. Shelton, J. N., & Stewart, R. E. (2004). Confronting perpetrators of prejudice: The inhibitory effects of social costs. <i>Psychology of Women Quarterly</i> , 28(3), 215-223. 3. Czopp, A. M., Monteith, M. J., & Mark, A. Y. (2006). Standing Up for a Change: Reducing Bias Through Interpersonal Confrontation. <i>Journal of Personality and Social Psychology</i> , 90(5), 784-803. |
| M 4/9 | Institutional Diversity: How do we make Institutions more inviting for diversity? Discussion Leaders #9 | 1. Purdie-Vaughns, V., Steele, C.M., Davies, P., Ditlemann, R., Randall Crosby, J. (2008). Social identity contingencies: How diversity cues signal threat or safety for African-Americans in mainstream settings. <i>Journal of Personality and Social Psychology</i> . 2. Murphy, Steele, & Gross (2007). Signaling threat: How situational cues affect women in math, science, and engineering settings. <i>Psychological Science</i> 3. Apfelbaum, E. P., Sommers, S. R., & Norton, M. I. (2008). Seeing race and seeming racist? Evaluating strategic colorblindness in social interaction. <i>Journal of Personality and Social Psychology</i> , 95, 918-932. |
| TH 4/12 | The role of contact and motivations in improving intergroup relations and the benefits thereof Discussion Leaders #10 (Go over assigned readings) | 1. Herek, G. M., & Capitanio, J. P. (1996). Some of my best friends: Intergroup contact, concealable stigma, and heterosexuals' attitudes toward gay men and lesbians. <i>Personality and Social Psychology Bulletin</i> , 22, 412-424. 2. Crocker, J., Garcia, J. A., & Nuer, N. (2008). From egosystem to ecosystem in intergroup interactions: Implications for intergroup reconciliation. Chapter to appear in A. Nadler, T. Molloy, & J. |

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| | | Fisher, <i>The social psychology of intergroup reconciliation</i> . (pp. 171-194). NY: Oxford University Press. 3. Dovidio, J. F. & Gaertner, S. L. (1999). Reducing prejudice: Combating intergroup biases. <i>Current Directions in Psychological Science</i> |
| M 4/16 | What are the cognitive benefits of diversity exposure? | 1. Crisp, R. J., & Turner, R. N. (2011). Cognitive adaptation to the experience of social and cultural diversity. <i>Psychological Bulletin</i> , 137, 242-266. 2. Antonio et al. (2004). Effects of racial diversity on complex thinking in college students. <i>Psychological Science</i> , 15, 3. Leung & Chiu(2010). Multicultural experience, idea receptiveness, and creativity. |
| TH 4/19 | *****EXAM #3***** | |
| M 4/23 | *****Final Presentations & Final Paper due on 4/23***** | |
| TH 4/26 | ***** Final Presentations***** | |
| M 4/30 | Optional Day to Discuss Graduate Student in Psychology | |

Deadlines. What did you learn in *Introductory Psychology* about the effects of rewards and punishments? If I let you turn in assignments late, I will be *reinforcing* bad time management or procrastination. On the other hand, I recognize that extenuating circumstances do occasionally arise. Therefore, late assignments must be accompanied by an acceptable explanation, should be turned in as soon after the deadline as possible, and should be arranged in advance if at all possible. Late assignments not accompanied by an acceptable explanation will lose 1/3 of a grade for each day late.

Learning Disabilities. Learning disabilities will be accommodated if the instructor is notified in a timely fashion. It is the student's responsibility to have any learning disability documented by the Disability Resource Center, and to inform the instructor as soon as possible so arrangements can be made.

Resources

Writing Skills Rutgers Learning Center (<http://lrc.rutgers.edu/writing.shtml>)

(Tillett Hall 111 and see website for other locations) (848) 445-0986

Poor grammar, spelling errors and disorganization will lower your paper grades. This is an excellent resource you can use for reviewing drafts and improving your writing. Another writing resource is the Academic Consulting International's "Writing Tips, Tools & Ideas" web page (<http://www.aci-plus.com/tips/index.htm>). This website charges \$2.50 for you to use it though.

Counseling Services <http://rhscaps.rutgers.edu/> **732-932-7884**

The counseling process is aimed at helping students resolve personal difficulties and acquire the skills, attitudes, abilities, and knowledge that will enable them to take full advantage of their college experience. This is a good resource to discuss concerns such as test anxiety.

Disability Services <http://disabilityservices.rutgers.edu/> (732) 932-2848

Services for students with Disabilities (SSD) provides services for students with visual impairments, learning disabilities, mobility impairments, or hearing impairments.

Discussion Leader

Throughout the semester, you—along with two or three other students—will be responsible for guiding one of the class discussions. During the first day of class, we will decide who will guide each class discussion. I strongly recommend that you read the article you will be guiding the discussion for *well before* the date the article will be discussed. This will give you time to be sure that you thoroughly understand the article, and to touch base with me if you have any questions about the article. **This requirement will account for 20% of your grade.**

In terms of structure, you should plan on taking the entire class time (80 minutes) to describe the article and solicit feedback. Spend 15 minutes describing each article separately and another 30 minutes discussing the overarching themes of the article. Throughout this portion you can and should solicit feedback from your fellow classmates. Work on making the discussion a discussion. In other words, be sure to ask the class for their thoughts and ideas about the article. As you do this, be sure to pose questions that are clear and straight forward. Avoid vague or general questions, such as "What did you think of the article?" Instead, focus on more specific questions, such as "The authors hypothesized X. Why do you think they made this prediction?" or "The authors hypothesized X. What does this mean, in English?" Additionally, keep in mind that it can take some time for the class to start answering your questions. They need to process your question, think about it, form an answer, and respond. As a discussion leader, the time that this can take can feel like hours. However, don't be afraid of some silence, as your classmates think about the questions you have raised! You should plan on preparing 20 discussion questions (5 for each article and 5 questions that tie the themes of all articles) to facilitate group discussion. Please turn in your questions to me at the beginning of class that day. Also, you could incorporate supplemental materials (e.g., videos, questionnaires) to enrich the presentation and discussion.

Your discussion leading will be evaluated on the degree to which you:

1. Appear to thoroughly understand the article
2. Share responsibility with your fellow discussion leaders in leading the discussion and presenting the article
3. Are organized in your presentation and discussion

Ensure that the class thoroughly understands:

- The author(s) hypotheses
- Reasons for author(s) hypotheses
- The participants in the study
- How the variables of the hypothesis were measured
- Main research findings
- How the findings contribute to our understanding of why people have prejudices, the consequences of prejudices, and/or how to reduce these prejudices

Supplemental Materials: As you work on your presentation, think about the **broad** issues of the article. For example, is it addressing the origins of prejudice, getting at people's interactions with each other? Is it getting at people's behaviors toward each other? Use these broad issues and ideas to think about relevant examples that go along with the article, or relevant activities that the class could engage in. To help get the class to think about the implications of the article, feel free to do things like:

Bring in measures that the authors used, or that are similar to those the authors may have used, to help walk the class through what a participant in the study might have experienced. Sometimes the measures are included in the appendix of the manuscript.

Go beyond the article, by doing things like: Bringing in a clip from a movie or a TV show that illustrates ideas or concepts from the article (be sure to explain how this clip is relevant!)

- Creating demonstrations that help to illustrate the ideas or concepts from the article (be sure to explain how these demonstrations are relevant!)

TO SUMMARIZE:

- 1) Open with something interesting that gets your classmates excited about the articles (10-20 minutes)
 - a. Refer to instructions under "supplemental materials" for ideas
- 2) Summarize and discuss main take away points of each article (15 min per article for a total of 45 min)
 - a. You should have come up with 5 discussion questions FOR EACH article
- 3) Discuss overarching themes from all articles. (20-30 minutes)
 - a. You should have come up with 5 discussion questions for this part.
- 4) Total amount of discussion questions that you must come up with is 20!