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Office of Teaching Resources in Psychology

Seminar: Stereotypes, Prejudice and Discrimination
PSY 3047/5047
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Instructor

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Course Description

As societies are becoming more ethnically diverse, people from different cultures are coming into greater contact with each other, and thus bringing with them greater opportunity for the expression of stereotypes, prejudice, and discrimination. Social psychologists have long been interested in stereotypes and prejudice because these concepts are representative of the most central topics in social psychology such as person perception, attitudes, social cognition, inter-group behavior, and aggression.

Using a social psychological framework, this seminar will provide an intellectual forum for discussing the research that has contributed to our understanding of stereotypes, prejudice, and discrimination. Utilizing materials from books, scholarly research articles, and the internet, students will explore such topics as the social psychology of prejudice, the maintenance of stereotypes and prejudice, how stereotypes and prejudice are measured, the power and consequences of stereotypes, techniques for reducing prejudice, current research on ethnic and gender stereotypes, and coping with prejudice (stigma).
Notes:
1. *The state of our knowledge in stereotypes, prejudice, and discrimination is continually changing and evolving. Consequently we will critically examine both classic and contemporary research in this area.*
2. *Because this is a seminar, the emphasis will be on writing and class discussion, rather than on mere digestion of facts.*

Required Text and Readings

Blaine, B. (2000). *Psychology of Diversity.* Mountain View, CA: Mayfield Publishing Company.
Readings from journals, books, and the Internet will be made available from the Library's Electronic
        Reserves (ERES) at *http://docutek.mville.edu/courseindex.asp.*

Course Objectives

Often we profess to having no biases or are reluctant to admit them. Ideally, this course will provide you
with a greater:
- *awareness of any biases you may have and how these biases affect your reasoning and decision-making.*
- *intellectual insight into what role the individual plays in stereotyping and prejudice.*
- *understanding of the social and psychological effects of being stigmatized.*

- *understanding for how prejudice and discrimination can be reduced.*
- *understanding of how to read, interpret and evaluate original, scientific articles.*
- *appreciation of the creative methods used to conduct research on stereotypes and prejudice.*
- *opportunity to generate your own ideas to share with the class.*

Grading Policy

Your grade will be determined by your performance on:
Weekly Reaction Papers and Quizzes	50%
Attendance/Class Participation	20%
Research Paper (Presentation)	10%
Research Paper (Written)	20%

Weekly Reaction Papers of Assigned Readings (50% of final grade)

Since a seminar relies heavily on discussion, it is imperative that you come to class prepared to contribute your newfound knowledge and insight. To accomplish this, reaction papers *(1-2 pages single spaced)* will be assigned on a regular basis. For the readings assigned: briefly summarize the major themes and ideas (what the researchers were trying to find out), methods (how they went about their task), and results and discussion (what they found and what it all means). While doing this, be sure to integrate together (make connections between) all the readings. In addition, the reaction papers should also include your own thoughts about the readings. Some important questions to consider are:

- *How does the article apply to you or situations you might have experienced?*
- *What new questions, ideas, or testable hypotheses does the research raise?*
- *Can any theories be integrated with earlier material or applied to a different context?*
- *What new insights have you learned?*

Notes:
1. *All assignments should be typed. Late papers will not be accepted without a legitimate excuse.*
2. *To provide variety as well as assess your comprehension of the assigned material, **quizzes** covering the assigned reading (2-3 short-answer questions) may be given in place of a written paper assignment.*
3. *After reading each assigned chapter from Blaine (2000), take a few minutes to ponder the thought-provoking questions at the end of each chapter. Ideally, this should help to generate ideas for class discussion.*

Attendance/Class Participation (20% of final grade)

Attendance: Attendance is mandatory. Each unexcused absence will affect the CP grade. *If you miss class you must show me you did the work for that day to receive credit.*

Participation: Class discussion is essential for a seminar to run effectively. Thus, it is essential that you come to class prepared to take part in class discussions.

Discussion Leaders: Working in pairs or alone each of you will get the opportunity to serve as a Discussion Leader for the weekly assigned articles. On the day you are to lead, submit a detailed outline (one page) of your presentation to the class (Note: make enough copies for the entire class). Then in 10-15 minutes, discuss the major points of the article and your reaction (see Weekly Reaction Paper above). You will then have the opportunity to lead and facilitate the class discussions on the assigned materials.

Note: your attendance/class participation grade will be determined by your performance on the three criteria above with an emphasis on class participation. To increase objectivity, half of your class participation grade will be determined by the instructor and the other half will be peer-reviewed using a scale ranging from A to F.

Research Paper (presentation- 10%; written- 20% of final grade)

Guidelines for Research Paper and Presentation

Presentation of Paper: Working in pairs or alone each of you will present your research paper to the class (*approximately 15 minutes*). To alleviate any fear, think of this as an exercise providing you with the opportunity to share your ideas and expertise with others. ***(last 2 weeks of class)***
Note: On the day of your presentation, submit a detailed outline (1-2 pages) of your presentation to the class (make enough copies for each person in class)!!

The criteria for evaluating the presentation will include:
1. **content**: scholarly/theoretical merit, evidence of critical analysis
2. **organization**: coherent (ideas flow clearly), concise, clarity of presentation
3. **integration**: connect research with course material
4. **creativity/appealing**: interesting and engaging
Note: all four criteria will be equally weighted

Written Research Paper (*approximately 7-10 pages in length; APA or MLA style*): Each of you will write your own research paper investigating a *specific research question(s)* based on the concepts and theories discussed in this course. You can pick any topic that interests you as long as it fits under the scope of this course. Your paper should include the question(s) you wish to address, a survey of the relevant literature (including a discussion of how the research was conducted, the major findings, and the implications of the research), and a minimum of *7 scholarly references.* ***(due last week of class)***

Your research papers should include:
* the question(s) you wish to address.
* necessary background on the research.
* a survey of the relevant literature (discussion of how research was conducted, the major findings).
* new questions, ideas, and hypotheses raised by the research.
* an integration of your research with previous work we have discussed in class.
* how the research applies to situations you have experienced.
* a discussion what new insights you have learned.

The criteria for evaluating the research paper will include:
1. **content:** scholarly/theoretical merit, comprehensive, evidence of critical analysis
2. **organization:** coherent (ideas flow clearly), concise, clarity of presentation
3. **integration:** connect research with course material
4. **personal insight/reaction:** apply research to personal experiences and demonstrate new insights
Note: all four criteria will be equally weighted

Guidelines for Research Paper and Presentation (For GRADUATE Students only!!) (PSY 5047)
Presentation of Proposal: see above.

Written Research Proposal (approximately 10 pages in length): Each of you will write a research proposal applying the concepts and theories covered in class and readings. You can pick any topic that interests you as long as it fits under the scope of this course. Your proposal should include a survey the literature, a question or questions that needs to be addressed, specific hypotheses, a research plan (methods used to conduct a study), a discussion of the possible results, conclusions and implications of the research, and a minimum of 10 scholarly references. ***(due last week of class)***
Note: you are not required to actually conduct the research.

Topics to Discuss

Week	Questions to Address	Reading Assignment (see ERES)
1	*Why is the study of stereotyping and prejudice important?* *How do I read research articles?* *What is the social cognitive view of stereotyping and prejudice?* *What is social categorization and why do we do it?* *Is stereotyping a normal cognitive process?*	Ch. 1 Ellyson & Halberstadt (1994) Ch. 2; handout, *www.alllooksame.com* Paul (1998)
2	*No Class!*	
3	*How do stereotypes develop?* *How do illusory correlations perpetuate stereotypes?* *At what age do children first show prejudice?* *How does the media help to fuel stereotypes, reinforce prejudice?*	Hamilton & Gifford (1976) Cameron et al. (2001) Ch. 7; Anastasio et al. (1999); Larson (2001)
4	*How do we measure stereotypes?* *Have racial stereotypes changed over the years?* *How has racism changed? What is aversive racism?* *Does prejudice operate partly at an automatic level?* *How are implicit attitudes measured?*	Devine & Elliot (1995); Dovidio et al. (1986) Dovidio & Gaertner (2000) Lepore & Brown (1997) *http://buster.cs.yale.edu/implicit*
5	*How do stereotypes influence our own behavior and behavior toward others? (self-fulfilling prophecy)* *Can stereotypes become self-fulfilling? (confirmed by others)* *Can teacher expectations influence students' performance?* *Why don't people try to prove the negative stereotype wrong?*	Ch. 3 (pp. 32-38) Cose (1994); Word et al. (1974) Rosenthal & Jacobson (1968) Snyder & Haugen (1995)
6	*What are the consequences of stereotypes and prejudice?* *Can the threat of stereotypes undermine academic performance?* *Can women experience stereotype threat in the presence of men?* *What effect do positive stereotypes have on performance?*	Ch. 3 (pp. 38-42) Aronson et al. (1998); Steele (1999) Inzlicht & Ben-Zeev (2000) Cheryan & Bodenhausen (2000)
7, 8	*How can stereotypes and prejudice be reduced?* *What's the effect of suppressing unwanted, stereotypic thoughts?* *Why don't famous exceptions lead to stereotype change?* *How can we turn our natural categorization processes for good?*	Ch. 4 (pp. 57-62); Ch. 12; *http://www.tolerance.org* Macrae et al. (1994) Kunda & Oleson (1997) Dovidio & Gaertner (1999); Gaertner et al. (2000)
9, 10	*What does the research on racism show?* *Do blacks endorse racial stereotypes?.* *Are Native American team nicknames (mascots) racist?* *How does exposure to violent rap music influence racial perceptions?* *Can negative racial stereotypes lead to discrimination?*	Ch 6; *http://tigger.cc.uic.edu/~krysan/racialat titudes.htm* Plous & Williams (1995) Churchill (1993); Staurowsky (1996) Johnson & Trawalter (2000) Towles-Schwen & Fazio (2002)
	What does the research on sexism show?	Ch. 5

11, 12	*How are women in positions of power (leadership) perceived?* *Does the trend toward feminized management positions promote discrimination against competent women?* *Why does the scientific gap exist between genders?*	Porter et al. (1983) *www.understandingprejudice.org* Rudman & Glick (1999); Crowley et al. (2001)
13	***How do we experience and cope with being stigmatized?*** *What are the consequences of being stigmatized?* *How do people manage their stigmas?* *What happens when stigmatized attribute negative outcomes to discrimination?*	Ch 8 Ch. 9; Heilman & Alcott (2001) Ch. 10 Kaiser & Miller (2001)
14	**Presentation of research papers**	
15	**Presentation of research papers AND <u>all research papers due</u>**	

Course Reading List

Introduction
Ellyson, S. L. & Halberstadt, A. G. (1994). On reading the readings. In S. L. Ellyson and A. G. Halberstadt (Eds.), *Explorations in social psychology: Readings and research* (pp. 3-13). New York: McGraw-Hill, Inc.

Social Cognitive View of Stereotyping and Prejudice
Paul, A. M. (1998, May/June). Where bias begins: The truth about stereotypes. *Psychology Today,* pp. 52-55, 82.
Stangor, C. (2000). Volume overview. In C. Stangor (ed.), *Stereotypes and Prejudice* (pp. 1-16). Philadelphia, PA: Psychology Press.

How Stereotypes Develop
Hamilton, D. L., & Gifford, R. K. (1976). Illusory correlation in interpersonal perception: A cognitive basis of stereotypic judgments. *Journal of Experimental Social Psychology, 12*, 392-407.
Cameron, J. A., Alvarez, J. M., Ruble, D. N., & Fuligni, A. J. (2001). Children's lay theories about ingroups and outgroups: Reconceptualizing research on prejudice. *Personality and Social Psychology Review, 5,* 118-128.
Anastasio, P. A., Rose, K. C., & Chapman, J. (1999). Can the media create public opinion? A social identity approach. *Current Directions in Psychological Science, 8(5),* 152-155.
Larson, M. S. (2001). Interactions, activities and gender in children's television commercials: A content analysis. *Journal of Broadcasting & Electronic Media, 45,* 41-56.

Measuring Stereotypes
Devine, P. G., & Elliot, A. J. (1995). Are racial stereotypes really fading? The Princeton trilogy revisited. *Personality & Social Psychology Bulletin, 21,* 1139-1150.
Dovidio, J. F., Evans, N., & Tyler, R. B. (1986). Racial stereotypes: The contents of their cognitive representations. *Journal of Experimental Social Psychology, 22,* 22-37.
Dovidio, J. F., & Gaertner, S. L. (2000). Aversive racism and selection decisions: 1989 and 1999. *Psychological Science, 11,* 315-319.
Lepore, L., & Brown, R. (1997). Category and stereotype activation: Is prejudice inevitable? *Journal of Personality and Social Psychology, 72*, 275–287.

Self-Fulfilling Prophecy
Rosenthal, R., & Jacobson, L. E. (1968). Teacher expectations for the disadvantaged. *Scientific American, 218.*
Word, C. O., Zanna, M. P., & Cooper, J. (1974). The nonverbal mediation of self-fulfilling prophecies in interracial interaction. *Journal of Experimental Social Psychology, 10,* 109-120.
Cose, E. (1994, October 24). Color-coordinated 'truths': When black internalize the white stereotype of inferiority. *Newsweek,* p. 62.
Snyder, M., & Haugen, J. A. (1995). Why does behavioral confirmation occur? A functional perspective on the role of the target. *Personality and Social Psychology Bulletin, 21,* 963-974.

Stereotype Threat
Aronson, J., Steele, C. M., Salinas, M F., & Lustina, M. J. (1998). The effect of stereotype threat on the standardized test performance of college students. In E. Aronson (Ed.), *The Social Animal* (8th Edition) (pp. 403-415). New York: Worth Publishers.
Steele, C. M. (1999). Thin ice: "Stereotype threat" and black college students. *Atlantic Monthly,* pp. 44-47, 50-54.
Inzlicht, M., & Ben-Zeev, T. (2000). A threatening intellectual environment: Why females are susceptible to experiencing problem-solving deficits in the presence of males. *Psychological Science, 11,* 365-370.
Cheryan, S., & Bodenhausen, G. V. (2000). When positive stereotypes threaten intellectual performance: The psychological hazards of "model minority" status. *Psychological Science, 11,* 399-402.

Reducing Stereotypes and Prejudice

Macrae, C. N., Bodenhausen, G. V., Milne, A. B., & Jetten, J. (1994). Out of mind but back in sight: Stereotypes on the rebound. *Journal of Personality and Social Psychology, 67,* 808-817.

Kunda, Z., & Oleson, K. C. (1997). When exceptions prove the rule: How extremity of deviance determines the impact of deviant examples on stereotypes. *Journal of Personality & Social Psychology. 72(5),* 965-979.

Dovidio, J. F., & Gaertner, S. L. (1999). Reducing prejudice: Combating intergroup biases. *Current Directions in Psychological Science, 8,* 101-105.

Gaertner, S. L., Dovidio, J. F., Banker, B. S., Houlette, M., Johnson, K. M., & McGlynn, E. A. (2000). Reducing intergroup conflict: From superordinate goals to decategorization, recategorization, and mutual differentiation. *Group Dynamics: Theory, Research, and Practice, 4,* 98-114.

Racism

Plous, S., & Williams, T. (1995). Racial stereotypes from the days of American slavery: A continuing legacy. *Journal of Applied Social Psychology, 25*, 795-817.

Churchill, W. (1993, March). Crimes against humanity. *Z Magazine,* 43-47.

Staurowsky, E. J. (1996, Winter). Tribal rights. *Ithaca College Quarterly.*

Johnson, J. D., Trawalter, S., & Dovidio, J. F. (2000). Converging interracial consequences of exposure to violent rap music on stereotypical attributions of blacks. *Journal of Experimental Social Psychology, 36,* 233-251.

Towles-Schwen, T., & Fazio, R. H. (2002, Feb.). Interracial roommate relationships: The role of automatically-activated racial attitudes. Poster presented at the Society for Personality and Social Psychology, Savannah, GA.

Sexism

Porter, N., Geis, F. L., & Jennings, J. (1983). Are women invisible as leaders? *Sex Roles, 9,* 1035-1049.

Rudman, L. A., & Glick, P. (1999). Feminized management and backlash toward agentic women: The hidden costs to women of a kinder, gentler image of middle managers. *Journal of Personality and Social Psychology, 77,* 1004-1010.

Crowley, K., Callanan, M. A., Tenenbaum, H. R., & Allen, E. (2001). Parents explain more often to boys than girls during shared scientific thinking. *Psychological Science, 12,* 258-261.

Stigma

Heilman, M. E.; & Alcott, V. B. (2001). What I think you think of me: Women's reactions to being viewed as beneficiaries of preferential selection. *Journal of Applied Psychology, 86,* 574-582

Kaiser, C. R., & Miller, C. T. (2001). Stop complaining! The social costs of making attributions to discrimination. *Personality and Social Psychology Bulletin, 27,* 254-263.