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<u>**Stereotyping, Prejudice and Discrimination**</u>
(PSY 3047/5047)
Fall 2010

<u>Instructor</u>

George E. Schreer, Ph.D.   **phone:** 323-7172
220 Brownson Hall   **email:** schreerg@mville.edu
                                                webpage: *http://faculty.mville.edu/schreerg*
                                                office hours: M/R: 3-4, T: 11-12

<u>Course Description</u>

With the Civil Rights Movement of the 1960's, the Women's movement of the 1970's, and an ever increasingly multicultural population, American society has become more accepting of people from different ethnicities and backgrounds. Nonetheless, prejudice and discrimination continues to exist today, often in more hidden and subtle forms.

Social psychologists have long been interested in stereotyping and prejudice because these concepts are representative of the most central topics in social psychology such as social perception, self- and social-identity, attitudes, norms, intergroup behavior, and aggression.

Using a social psychological framework, this course will provide an intellectual forum for discussing the research that has contributed to our understanding of stereotyping, prejudice, and discrimination. Utilizing materials from books, scholarly research articles, and relevant video clips, students will explore such topics as the origins of stereotypes and prejudice, the implicit nature of stereotypes, stereotype activation and application contemporary forms of prejudice, the social context of prejudice, children and prejudice, racial and sexual discrimination, coping with being the target of prejudice and discrimination, interracial interactions, and methods for reducing prejudice and discrimination.

<u>Required Text and Readings</u>

Whitley, B. E., Jr., & Kite, M. E. (2009). *The Psychology of Prejudice and Discrimination, 2/e.* Belmont, CA: Thomson/Wadsworth.
Gladwell, M. (2005). *Blink.* New York: Little, Brown, and Company.
Note: research articles are available on ERES: http://docutek.mville.edu/courseindex.asp

<u>Course Objectives</u>

- Become familiar with the core issues, phenomena and concepts that researchers in stereotyping and prejudice are attempting to understand through their research.
- Develop critical thinking by understanding how to read, interpret and evaluate scientific articles.
- Gain insight into what role the individual plays in stereotyping (Ideally, this course will increase your awareness of any biases you may have and how these biases affect your thoughts and interactions).
- Develop an increased sensitivity toward those who are stigmatized.
- Become familiar with the various methods for reducing prejudice and discrimination.

<u>**Course Style**</u>

Because this is a seminar, the emphasis will be on writing/class discussion, rather than mere digestion of facts. PowerPoint presentations and class discussions will be the primary mechanism for in-class learning. There will be plenty of opportunities to contribute your thoughts, comments, and insights!

<u>**Grading Policy**</u>

Your final grade will be determined by your performance on:

Take-home "theme" papers	60%
Class participation	15%
Attendance	5%
Research presentation	20%

Take-home "theme" papers
- Because class discussions will be an important mechanism for in-class learning, you must <u>actively think</u> about the assigned readings. To help you get prepared, I will assign theme papers consisting of relevant questions I want you to ponder, analyze, and write-up prior to class discussion.
- In addition, you should also generate <u>two thought-provoking questions</u> based on the assigned readings. The following can be used as a starting point for generating questions:
  Does the literature you've read suggest any new directions or ideas that the research might take?
  If you were to contact the author of the article, what thought-provoking questions would you ask?
  What ideas/concepts did you find most intriguing or puzzling in the readings?

Class participation/Attendance
- Coming to class matters, but participating in class matters more. Participation in class is an important component of active learning. Ideally, you want to be actively involved in class discussions.
- Each of you will have the opportunity to serve as <u>Discussion Facilitator</u> for the assigned ERES articles. On the day you are to lead, you will briefly discuss the major points/results/implications of the article and act as facilitator for the class discussion that ensues.

Note: Given the sensitive nature of some of the topics in this course, it is important to establish a sense of comfort in the classroom. To facilitate this, we need to develop a sense of mutual trust by respecting views of others, speaking for yourself (not an entire group), and supporting your comments with ideas based on the readings.

Research presentation
- Each of you will present a PowerPoint presentation on a relevant topic in the domain of stereotyping, prejudice, and discrimination which will review and critically examine an <u>important research question</u> that we have not covered in the course or have not covered extensively. Specific guidelines and suggestions for the presentation are on the next page.

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Guidelines for Research Presentation

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Overview

What overarching or burning question in the domain of stereotyping, prejudice, and discrimination would you like to pursue in more detail? Imagine you are a writer working on a hard-hitting investigative report. Your job is to <u>review and critically examine an important research question</u> that we have not covered in the course or have only covered superficially. Realize that for many questions, there is no definitive "right" answer. Rather, I will be looking for how well you <u>defend your position</u> with empirical support. Using PowerPoint, you will present your findings to the class.

Potential questions
Note: you can always come up with one of your own
- *Which is more reliable when assessing a person's true beliefs: implicit or explicit stereotypes?*
- *Why are stereotypes so resistant to change?*
- *What role does evolution play in stereotyping and prejudice?*
- *Which form of contemporary prejudice is most dangerous?*
- *How is benevolent prejudice dangerous to society in general?*
- *Do single-sex classes foster better learning in girls/women?*
- *What impact does everyday sexism/racism have on women/Blacks?*
- *What are long-term consequences of stereotype threat?*
- *How can society counter the automatic priming of negative stereotypes?*
- *How can interracial interactions be improved?*
- *Is colorblindness the new modern racism or what society should strive for?*
- *What are some specific ways to reduce prejudice in children?*
- *Which prejudice reduction techniques work best for high prejudiced people? for low?*

Advice for the presentation (15 minutes)
Note: All PowerPoint presentations should open with the overarching question, followed by a list of sub-questions, and end with a conclusion (take-home message).
- briefly explain what interested you about the particular question
- integrate class material we covered (Whitley & Kite, Blink, ERES, class notes)
- use research and class material to defend your position
- summarize the major points/implications of your research
- come up with creative ways to engage the class (e.g., fun quiz, brief skit, quick demonstration)

Note: a minimum of 8 scholarly references should be used
Note: practice timing your presentation, so you are not left rushing at the end
Note: practice delivering presentation- you should <u>not</u> read directly from notes or slides

Evaluation of project
1. Information was clearly presented   1 2 3 4 5 6 7
2. Presentation was scholarly/sophisticated   1 2 3 4 5 6 7
3. Presentation integrated relevant class material 1 2 3 4 5 6 7
4. Presentation was insightful/informative   1 2 3 4 5 6 7
5. Presentation was creative/engaging   1 2 3 4 5 6 7

Topics to Discuss
Note: each week you will be given reading assignments that address specific thought-provoking questions.
Note: WK is Whitley & Kite; All articles can be accessed from ERES (Electronic Reserve).

<u>Week</u>	<u>Thought-Provoking Questions</u>	<u>Assignment</u>
1	***Why is the study of stereotyping and prejudice important?*** • *How do stereotypes, prejudice and discrimination relate to each other?* • *What are the major theories of prejudice & discrimination?* • *Are some biases hidden?*	WK-1 Carpenter (2008)
2	***How do prejudice researchers measure/assess stereotypes and prejudice?*** • *What research methods do researchers use?* • *How are explicit attitudes measured?* • *How are implicit (unconscious) attitudes measured?* • *Which is more reliable: implicit or explicit beliefs?*	WK-2 Cunningham (2001) Nosek (2007)

3	***How do stereotypes develop?*** • *Are stereotypes a by-product of our normal thinking processes?* • *How does social categorization contribute to formation of stereotypes?* • *How do illusory correlations perpetuate stereotypes?* • *How does the media help to fuel stereotypes?*	WK-3 Hamilton (1976) Anastasio (1999)
4	***How are stereotypes activated and applied?*** • *What factors activate stereotypes and what factors inhibit it?* • *Do stereotypes operate partly at an unconscious (automatic) level?* • *Do prototypical group members activate stereotypes?* • *Can stereotypic movements activate stereotypes?*	WK-4 Devine (1989) Eberhardt (2006) Mussweiler (2006)
5	***What role does the unconscious priming play in stereotypes?*** • *What are the advantages/disadvantages of rapid cognition?* • *Do racial primes influence how quickly one categorizes a gun?*	Blink (Ch-1-3, 6) Plant (2005), Payne (2006)
6	***What are the characteristics of contemporary prejudice?*** • *How is old-fashioned prejudice different than contemporary?* • *What are the various subtle forms of prejudice?* • *Has overt discrimination been replaced by subtle discrimination?*	WK- 6 Dovidio (2000) Schreer (2009), Hebl (2002)
7	***How does prejudice develop in children?*** • *What are major theories of development of prejudice in children?* • *Can children show in-group bias without out-group negativity?* • *When do children develop implicit biases?*	WK-8 Cameron (2001) Baron (2006)
8	***What does the research on racism show?*** • *Do Afrocentric features influence criminal sentencing?* • *Do Blacks endorse racial stereotypes?* • *Are Native American team nicknames racist or do they show honor?* • *How do Whites respond to racist comments?*	Blair (2004) Plous (1995) Churchill (1993) Kawakami (2009)
9	***What does the research on sexism show?*** • *Is sexism still a problem today?* • *How are women in leadership positions perceived?* • *Why does a scientific gap still exist between genders?* • *How might benevolent sexist ideals cause women to promote prejudice against their own sex?*	WK-12 Porter (1983) Crowley (2001) Viki (2003)
10	***What are the consequences of stereotyping and prejudice?*** • *Can stereotypes become self-fulfilling?* • *Can the threat of stereotypes undermine academic performance?* • *Can stereotypes actually affect the ones who hold those beliefs?*	Word (1974) Aronson (1998), Steele (1999) Levy (2009)
11	***How do stigmatized cope with prejudice & discrimination?*** • *How do people manage their stigmas?* • *Are Whites privileged?* • *What happens when stigmatized attribute negative outcomes to discrimination?*	WK-11, Goffman (1963) McIntosh (1988) Kaiser (2001)
12	***What happens when Blacks interact with Whites?*** • *Are there cognitive costs to interracial interaction?* • *Does acting colorblind help or impair interactions?* • *What are some ways to make the interactions more comfortable?*	Salvatore (2007) Norton (2006) Avery (2009)
13	***How can stereotyping and prejudice be reduced?*** • *What are some general ways to reduce stereotyping and prejudice?* • *How can society counter the automatic conditioning of stereotypes?* • *How can we use our tendency to categorize people to reduce prejudice?* • *What kind of attitudes should replace prejudice (colorblindness or multiculturalism)?*	WK-14 Dovidio (1999) Richeson (2004)

14	**Research Presentations**	
15	**Research Presentations**	

Course Reading List

1. Introduction
Carpenter, S. (2008). Buried prejudice. *Scientific American Mind,* 32-39.

2. Implicit vs. Explicit Measures
Cunningham, W. A., Preacher, K. J., & Banaji, M. R. (2001). Implicit attitude measures: Consistency, stability, and convergent validity. *Psychological Science, 12(2),* 163-170.

Nosek, B. A. (2007). Implicit-explicit relations. *Current Directions in Psychological Science, 16(2),* 65-69.

3. Stereotype Development
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.

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.

4. Stereotype Categorization/Activation
Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology, 56(1),* 5-18.

Eberhardt, J. L., Davies, P. G., et al. (2006). Looking deathworthy: Perceived stereotypicality of Black defendants predicts capital-sentencing outcomes. *Psychological Science, 17 (5),* 383-386.

Mussweiler, T. (2006). Doing is for thinking! Stereotypic activation by stereotypic movements. *Psychological Science, 17,* 17-21.

5. Racial Profiling and Weapons
Payne, B. K. (2006). Weapon bias. *Current Directions in Psychological Science, 15(6),* 287-291.

Plant, E. A., & Peruche, B. M. (2005). The consequences of race for police officers' responses to criminal suspects. *Psychological Science, 16(3),* 180-183.

6. Contemporary Prejudice
Dovidio, J. F., & Gaertner, S. L. (2000). Aversive racism and selection decisions: 1989 and 1999. *Psychological Science, 11,* 315-319.

Hebl, M. R., Foster, J. B., Mannix, L. M., & Dovidio, J. F. (2002). Formal and interpersonal discrimination: A field study of bias toward homosexual applicants. *Personality and Social Psychology Bulletin, 28,* 815-825.

Schreer, G., Smith, S., & Thomas, K. (2009). Shopping while Black: Examining racial discrimination in a retail setting, *Journal of Applied Social Psychology, 39(6),* 1432-1444.

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

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.

8. Racism

Blair, I. V., Judd, C., M. & Chapleau, K. M. (2004). The influence of Afrocentric features in criminal sentencing. *Psychological Science, 16,* 674-679.

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

Kawakami, K., Dunn, E., Karmali, F., & Dovidio, J. F. (2009). Mispredicting affective and behavioral responses to racism. *Science, 323,* 276-278.

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

9. Sexism

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.

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

Viki, T. G., Abrams, D., & Hutchinson, P. (2003). The "true" romantic: Benevolent sexism and paternalistic chivalry. *Sex Roles,* 4*9*, 533-537.

10. Consequences of Stereotypes

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.

Levy, B., Zonderman, A. B., Slade, M. D., & Ferrucci, L. (2009). Age stereotypes held earlier in life predict cardiovascular events in later life. *Psychological Science, 20(3),* 296-298.

Steele, C. M. (1999). Thin ice: "Stereotype threat" and black college students. *Atlantic Monthly,* pp. 44-47, 50-54.

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.

11. Stigma/Experiencing Prejudice

Goffman, E. *Stigma: Notes in the management of a spoiled identity.* Englewood Cliffs, NJ: Prentice-Hall.

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.

McIntosh, P. White Privilege: Unpacking the invisible knapsack. http://seamonkey.ed.asu.edu/~mcisaac/emc598ge/Unpacking.html

12. Interracial Interactions

Avery, D. R., Richeson, J. A., Hebl, M. R., Ambady, N. (2009). It does not have to be uncomfortable: The role of behavioral scripts in Black–White interracial interactions. *Journal of Applied Psychology, 94(6),* 1382-1393.

Norton, M. I., Sommers, S. R., Apfelbaum, E. P. (2006). Color blindness and interracial interaction: Playing the political correctness game. *Psychological Science, 17(11),* 949-953

Salvatore, J., & Shelton, J. N. (2007). Cognitive costs of exposure to racial prejudice. *Psychological Science, 18*(9), 810-815.

13. Reducing Prejudice

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

Richeson, J. A., & Nussbaum, R. J. (2004). The impact of multiculturalism versus color-blindness on racial bias. *Journal of Experimental Social Psychology, 40,* 417-423.