

Psychology of Prejudice and Stereotyping

Psych 391 S

Tue/Th: 2:30-3:45 PM

Tobin 204

Instructor

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Course objectives

This course is designed to familiarize you with basic psychological research on intergroup relations, prejudice, stereotyping, and discrimination, so that you can: (1) evaluate and analyze the scientific merit of this research, and (2) apply this research to real world situations—e.g., reflect on the effect of cultural identity on achievement, performance, mental health, physical health, etc. In order to connect the psychological phenomena you will read about in the scientific literature to its real world manifestations, I've assigned two fiction and non-fiction books and in-class films to illustrate how these phenomena actually affect people's everyday lives. I am interested in your ability to analyze the scientific research and to apply research findings to real world situations; to that end, I will ask you to write two short papers and two exams discussing the material in this class. You will get feedback on both your papers as well as the opportunity to revise. You may revise and resubmit your papers if you wish to improve your grade. Only the grade on the final revision will be used to calculate your final grade.

Course content

In this class we will use a broad definition of social/cultural groups, although particular attention will be given to social groups based on race/ethnicity, gender, and sexual orientation. The first part of this course will examine how people's own group membership and the environment in which they live influence their attitudes, beliefs, and behavior toward others who are dissimilar versus similar. The second part of this course will identify interventions that may help alleviate inter-group prejudice, stereotypes, and discrimination that arise during social interactions among people of differing cultural backgrounds. The final part of this course will focus on the different ways in which cultural stereotypes affect members of disadvantaged groups (e.g., in terms of their mental health, physical health, performance, achievement, self-esteem etc.). In this section of the course, we will also pay attention to the different ways in which individuals from various disadvantaged groups protect themselves and show psychological resilience.

Readings

Psychology journal articles/chapters + 2 popular books

- The psychology journal articles and chapters are available electronically through the UMass library e-reserve website (see attached instructions)
- Griffin, John Howard (1960). *Black like me*. New York, NY: Signet. Available at the Textbook Annex.

- Wilensky, Amy, S. (1999). *Passing for normal*. Broadway Books, New York, NY. Available at the Textbook Annex.

Requirements

1. **Discussion questions and class participation:** In order for all of us to get the most out of each class meeting, it is important that we all do the reading ahead of time, and spend some time thinking critically about the issues raised in the readings. In order to facilitate critical thinking and discussion, I would like each of you to write discussion questions for class. The class will be divided into two groups based on where students' names fall in the alphabet and only one group will be required to submit questions on a given day. Students with last names starting with A-L are in GROUP 1 and students whose last names start with M to Z are in GROUP 2. Be sure to look at the course schedule for the specific class meetings for which Group 1 or Group 2 must submit discussion questions. You must submit one discussion question by 6 PM the night before the class meets. We will use the questions you have raised for class discussion the next day. The questions should be thought-provoking and designed to generate discussion. The best types of questions are those that (a) integrate the class readings, (b) go beyond the readings to question its implications, applications, etc. The quality of your questions, your class attendance, and class participation will be worth 10% of your final grade.

2. **Exams.** Four exams will be given throughout the semester. Your highest three exam grades will count toward your final grade. The exams will cover all material discussed in class (including all assigned readings, lectures, discussions, videos, etc.). The exams will be non-cumulative. Makeup exams will not be given. Missed exams will be entered as a zero. Your lowest exam score will be dropped when determining your final grade. 20% per exam; 60% of your final grade.

2. **Thought papers.** Throughout the semester, you will be required to write two thought papers about topics related to prejudice and stereotyping that we are currently studying. Each paper should be 4-5 pages (typed, double-spaced in a font no greater than 12-point and margins no greater than one inch). The details for each paper assignment and the due dates are provided at the end of this syllabus. I will grade these papers based on your ability to critique and integrate psychological research, the depth and clarity of your analysis, and the clarity of your writing. If you want to improve the grade you received on your paper, you may revise and resubmit each paper once. All revisions must be handed in to me within one week after you get feedback from me. Late revisions will not be accepted. If you choose to revise, only the grade on the revised paper will be used to calculate your final grade. 15% per paper for a total of 30% of your final grade.

There are no extra credit assignments such as participation in experiments in this course.

A summary of deadlines

Tue Feb 26: Paper #1 due in class

Thur Mar 6: Exam #1

Tue Apr 1: Exam #2

Tue Apr 15: Paper #2 due in class

Tue Apr 29: Exam #3

Tue May 13: Exam #4

IMPORTANT COURSE POLICY ABOUT CHEATING AND PLAGIARISM. Cheating is not fair to honest students; it goes against the ethics of the university, and is not in your best interest. All students are expected to adhere scrupulously to the University policy concerning academic honesty. For more information on the University's academic honesty policy, check these web sites: http://www.umass.edu/dean_students/rights.
http://www.umass.edu/dean_students/rights/acad_honest.htm

Plagiarism. When reading over the university web page on academic dishonesty, please pay particularly close attention to the description of plagiarism. When writing your papers, **do not** copy information directly from a research article, textbook, web page or other source without quoting the information and providing the source. In addition, do not paraphrase someone else's work and submit it as your own. Finally, do not complete your assignments in collaboration with other students. This is easily detected and will not be tolerated. All students involved in copying a paper from another student (or allowing another student to copy an assignment) will immediately receive an F in the course.

Students who cheat or plagiarize material in this course will be heavily penalized. In cases of cheating and plagiarism, students will receive an F in the course. If you observe other cheating, please notify me immediately.

Readings

Tue Jan 29: Introductions and logistics

Motivations that lead to stereotyping and prejudice

Thur Jan 31: Motivational origins of prejudice

Allport, G.W. (1954). *The nature of prejudice*. Ch. 1 (“What is the problem?”)

Griffin, J.H. (1960). *Black like me*. Read pp. 1-37.

GROUP 1 DISCUSSION QUESTIONS DUE ON JAN 30 BY 6 PM

Tue Feb 5: Frustration, projection, and prejudice

Allport, G.W. (1954). *The nature of prejudice*. Ch 21 (“Frustration”), Ch 24 (“Projection”).

Griffin, J.H. (1960). *Black like me*. Read pp. 38-76.

GROUP 2 DISCUSSION QUESTIONS DUE ON FEB 4 BY 6 PM

Thurs Feb 7: No class (I’m away for a conference)

Tue Feb 12: Personality and prejudice

Duckitt, J., Wagner, C., du Plessis, I., & Birum, I. (2002). The psychological bases of ideology and prejudice: Testing a dual process model. *Journal of Personality and Social Psychology*, 83, 75-93.

Griffin, J.H. (1960). *Black like me*. Read pp. 77-120.

GROUP 1 DISCUSSION QUESTIONS DUE ON FEB 11 BY 6 PM

Thurs Feb 14: Ego threat and prejudice

Fein, S., & Spencer, S. (1997). Prejudice as self-image maintenance: Affirming the self through derogating others. *Journal of Personality and Social Psychology*, 73, 31-44.

Griffin, J.H. (1960). *Black like me*. Read pp. 120-164.

GROUP 2 DISCUSSION QUESTIONS DUE ON FEB 13 BY 6 PM

Tues Feb 19: No class (Monday's schedule)

Thur Feb 21: Values, ambivalence, and prejudice

Gaertner, S.L., & Dovidio, J.F. (1986). The aversive form of racism. In S. L. Gaertner & J. F. Dovidio (Eds.), *Prejudice, discrimination, and racism*. San Diego, CA: Academic Press.

Griffin, J.H. (1960). *Black like me*. Read pp. 165-200.

GROUP 1 DISCUSSION QUESTIONS DUE ON FEB 20 BY 6 PM

Tue Feb 26: Values, ambivalence, and prejudice (cont'd)

Glick, P., & Fiske, S. T. (2001). An ambivalent alliance: Hostile and benevolent sexism and complementary justifications for gender inequality. *American Psychologist*, *56*, 109-118.

Film in class: *Killing us softly 3*

GROUP 2 DISCUSSION QUESTIONS DUE ON FEB 25 BY 6 PM

THOUGHT PAPER #1 DUE IN CLASS

Cognitive approaches to stereotyping and prejudice

Thur Feb 28: The effect of social categorization on stereotyping

Allport, G. W. (1954). *The nature of prejudice*. Reading, MA: Addison-Wesley. Chapter 2 ("The normality of prejudgment"), Ch. 10 ("The cognitive process").

Taylor, S. E. (1981). A categorization approach to stereotyping. In D. L. Hamilton (Ed.), *Cognitive processes in stereotyping and intergroup behavior* (pp. 83-114). Hillsdale, NJ: Erlbaum.

GROUP 1 DISCUSSION QUESTIONS DUE ON FEB 27 BY 6 PM

Tue Mar 4: Film in class & exam review

Film in class: *Hidden bias*

Thur Mar 6: EXAM # 1

Tue Mar 11: Implicit, stereotypes, prejudice and discrimination

Dasgupta, N. (2004). Implicit ingroup favoritism, outgroup favoritism, and their behavioral manifestations. *Social Justice Research, 17*, 143-169.

Correll, J., Park, B., Judd, C. M., Wittenbrink, B., Sadler, M. S., & Keesee, T. (2007). Across the thin blue line: Police officers and racial bias in the decision to shoot. *Journal of Personality and Social Psychology, 92*, 1006-1023.

GROUP 2 DISCUSSION QUESTIONS DUE ON MAR 10 BY 6 PM

Thur Mar 13: Implicit, stereotypes, prejudice and discrimination (cont'd)

Dasgupta, N., & Rivera, L. M. (2006). From automatic anti-gay prejudice to behavior: The moderating role of conscious beliefs about gender and behavioral control. *Journal of Personality and Social Psychology, 91*, 268-280.

Richeson, J. A., & Shelton, J. N. (2003). When prejudice does not pay: Effects of interracial contact on executive function. *Psychological Science, 14*, 287-290.

GROUP 1 DISCUSSION QUESTIONS DUE ON MAR 12 BY 6 PM

Tue Mar 18 and Thur Mar 20: No class (Spring break)

Reducing stereotypes and prejudice

Tue Mar 25: Ways to reduce prejudice and stereotypes

Pettigrew, T. F. (1998). Intergroup contact theory. *Annual Review of Psychology, 49*, 65-85.

Vescio, T. K., Sechrist, G. B., Paolucci, M. P. (2003). Perspective taking and prejudice reduction: The mediational role of empathy arousal and situational attributions. *European Journal of Social Psychology, 33*, 455-472.

GROUP 2 DISCUSSION QUESTIONS DUE ON MAR 24 BY 6 PM

Thur Mar 27: Ways to reduce prejudice and stereotypes (cont'd)

Monteith, M. J., Zuwerink, J. R., Devine, P. G. (1994). Prejudice and prejudice reduction: Classic challenges, contemporary approaches. In P. G. Devine & D. L. Hamilton (Eds.), *Social cognition: Impact on social psychology*. (pp. 323-346). San Diego, CA: Academic Press.

Blair, I.V. (2002). The malleability of automatic stereotypes and prejudice. *Personality and Social Psychology Review*, 6, 242-261.

GROUP 1 DISCUSSION QUESTIONS DUE ON MAR 26 BY 6 PM

Exam review in the evening on Friday Mar 28?

Tue Apr 1: EXAM #2

The effect of prejudice and stereotypes on members of disadvantaged groups

Thur Apr 3: Concealed vs. visible stigmas

Frale, D.E.S., Platt, L., & Hoey, S. (1998). Concealable stigmas and positive self-perceptions: Feeling better around similar others. *Journal of Personality and Social Psychology*, 74, 909-922.

Passing for Normal (pp. 4-63)

GROUP 2 DISCUSSION QUESTIONS DUE ON APR 2 BY 6 PM

Tue Apr 8: The effect of stereotypes on self-esteem

Crocker, J., & Major, B. (1989). Social stigma and self-esteem: The self-protective properties of stigma. *Psychological Review*, 96, 608-630.

Passing for Normal (pp. 64-115)

GROUP 1 DISCUSSION QUESTIONS DUE ON APR 7 BY 6 PM

Thur Apr 10: The effect of stereotypes on self-esteem (cont'd)

Ethier, K., & Deaux, K. (1991). Negotiating social identity when contexts change: Maintaining identification and responding to threat. *Journal of Personality and Social Psychology*, 67, 243-251.

Passing for Normal (pp. 116-169)

GROUP 2 DISCUSSION QUESTIONS DUE ON APR 9 BY 6 PM

Tue Apr 15: The effect of stereotypes on academic performance

Passing for Normal (pp. 170-207)

Film in class: *Stand and deliver*

THOUGHT PAPER #2 DUE IN CLASS

Thur Apr 17: The effect of stereotypes on academic performance (cont'd)

Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. *Journal of Personality and Social Psychology*, 69, 797-811.

Brown, R. P., & Pinel, E. C. (2003). Stigma on my mind: Individual differences in the experience of stereotype threat. *Journal of Experimental Social Psychology*, 39, 626-633.

GROUP 1 DISCUSSION QUESTIONS DUE ON APR 16 BY 6 PM

Tue Apr 22: The effect of stereotypes on body image

Lavine, H., Sweeney, D., & Wagner, S. (1999). Depicting women as sex objects in television advertising: Effects on body dissatisfaction. *Personality and Social Psychology Bulletin*, 25, 1049-1058.

Frederickson, B. L., Roberts, T-A., Noll, S. M., Quinn, D. M., & Twenge, J. M. (1998). That swimsuit becomes you: Sex differences in self-objectification, restrained eating, and math performance. *Journal of Personality and Social Psychology*, 75, 269-284.

GROUP 2 DISCUSSION QUESTIONS DUE ON APR 21 BY 6 PM

Thur Apr 24: Film in class & Exam review

Film in class: *Dreamworld 3*

Tue Apr 29: EXAM #3

Thur May 1: The effect of stereotypes on health

Williams, D.R., Spencer, M.S., & Jackson, J.S. (1999). Race, stress, and physical health: The role of group identity. In R.J. Contrada & R. D. Ashmore (Eds.), *Self, social identity, and physical health: Interdisciplinary explorations* (71-100). London: Oxford University Press.

Cole, S. W., Kemeny, M. E., & Taylor, S. E. (1997). Social identity and physical health: Accelerated HIV progression in rejection-sensitive gay men. *Journal of Personality and Social Psychology*, 72, 320-335.

GROUP 1 DISCUSSION QUESTIONS DUE ON APR 30 BY 6 PM

Tue May 6: The effect of stereotypes on health (cont'd)

Mays, V.M., & Cochran, S.D. (2001). Mental health correlates of perceived discrimination among lesbian, gay, and bisexual adults in the United States. *American Journal of Public Health*, 91, 1869-1876.

Levy, B. R., Slade, M. D., Kunkel, S. R., & Kasl, S. V. (2002). Longevity increased by positive self-perceptions of aging. *Journal of Personality and Social Psychology*, 83, 261-270.

GROUP 2 DISCUSSION QUESTIONS DUE ON MAY 5 BY 6 PM

Thur May 8: Catch-up day, review for exam, and course evaluations

Tue May 13: EXAM #4 (Last day of class)

Paper 1

Due date: Tuesday, February 26, 2008

The psychological readings your syllabus (the section entitled “Motivational approaches to stereotyping and prejudice”) offer various theories explaining how and why prejudice and stereotypes develop in people’s mind and how they manifest in people’s everyday behavior. By comparison, John Griffin’s book *Black like me* introduces you to several characters who display strong prejudicial attitudes and behavior. In this paper, I would like you to use some of the scientific theories of prejudice you have read about in order to explain the attitudes and actions of a few characters in Griffin’s book. Choose the characters you find most interesting and explain how their thoughts and actions may be understood through the application of social psychological theories. I recommend that you choose only a few characters (no more than 3-4) and try to analyze each person’s behavior using as many theories as you can.

Writing guidelines

1. In the introduction of your paper (first paragraph or two), introduce the characters you will be discussing and why you find them interesting; i.e., why have chosen to analyze their behavior. Provide a “road map” describing how you intend to organize your analysis of these characters’ thoughts and actions.
2. Organize the body of your paper into paragraphs based on the characters you will be discussing. In the body, describe specific stereotypes and prejudices involved in each character’s thoughts and actions. If you give examples of incidents from the book, be sure to cite the relevant page numbers—e.g., (Griffin, 1960, pp. 7-13). Then, using specific psychological theories, explain where you think the character’s prejudice/stereotype or discriminatory behavior comes from. For example, what is the motivation that made the character behave in the way s/he did? Was it the result of prejudiced feelings (fear, anxiety, disgust), ego threat, a prejudiced personality, something else? Be sure to provide enough details/explanations about the theories you’re using to explain the character’s behavior; cite the relevant articles and chapters—e.g., (Allport, 1954, Chapter 2).
3. In the conclusion of your paper, summarize your arguments, and describe the benefit of applying psychological theories to understand these characters’ actions.
4. Your paper should be typed and no more than 5 pages long. Check your spelling and grammar. Make your arguments clear and concise. Pay attention to the logic and flow of your arguments. If other instructors in the past have expressed concern about the clarity of your writing, there’s a good chance I will too. To avoid this, take your paper to a writing counselor before you hand it to me.
5. Please be careful to avoid plagiarism. This is a very serious offense. If a student cheats or plagiarizes, s/he will fail the class. With regard to plagiarism, here are the issues you need to pay attention to:
 - DO NOT COPY from any other student’s paper.
 - When you use psychological research from the readings, BE SURE TO CITE the researchers by putting their last name(s) and year of publication in parentheses after you summarize their

work (e.g., Sherif, 1955, p. 34). This makes it clear to the person reading your paper, that you're acknowledging the use of another person's work/ideas to support your argument.

- DO NOT QUOTE too many sentences or paragraphs from any of your readings. Instead, always try to summarize the idea in YOUR OWN WORDS and cite the source after your summary.

Paper 2

Due date: Tuesday, April 15, 2008

In the section on “The effect of prejudice and stereotypes on members of disadvantaged groups” you have read about the different ways in which cultural stereotypes affect how members of stigmatized groups perceive themselves. Pick two social groups that are stereotyped or stigmatized by the mainstream American culture—one group should be “visible” in the sense that individuals who belong to that group should be easily identifiable by their outward appearance; the other group should be “invisible” in the sense that individuals who belong to that group should be typically unidentifiable by their outward appearance unless they choose to make their identity known. For the two groups you’ve selected, describe their similarities and differences in terms of how members of these groups respond to stereotypes and prejudice about their group circulating in the larger culture. Specifically:

- (a) Can individuals who belong to these disadvantaged groups protect themselves from the effect of negative stereotypes? If so, what strategies do they use? What are the benefits and drawbacks of those strategies?
- (b) Are individuals likely to have different strategies to deal with the effect of negative stereotypes on their self-conceptions depending on how strongly or weakly they identify with their group?
- (c) What impact (if any) might negative stereotypes have on individuals’ level of identification with their group?

In answering these questions, *support your arguments with social psychological theory and data* wherever you can. Also, illustrate your arguments using examples from any of the books or films in your syllabus.

Writing guidelines

1. In the introduction of your paper (first paragraph or two), introduce the two groups you will be discussing and why you find them interesting; i.e., why have chosen to analyze their responses to stigma? Provide a “road map” describing how you intend to organize your analysis of how members of these two groups respond to negative stereotypes.
2. Organize the body of your paper into separate sections based on the three sets of questions I’ve posed (“a”, “b”, and “c” above).
 - In these three sections, compare and contrast how the “visible” and “invisible” groups respond to stereotypes about their respective groups in terms of self-protection strategies they use, how their level of identification may affect those strategies, and in turn, what impact stereotypes may have on their level of group identity.
 - Support your arguments using specific psychological theories (provide citations whenever you refer to psychological evidence). Be sure to provide enough details/explanations about the theories you’re using and how they apply to the argument you’re making.
 - Wherever relevant, give examples from the books you’ve read for class or films you’ve watched in class (be sure to cite the book or film).
3. In the conclusion of your paper, summarize your arguments, and describe the benefit of applying psychological theories to understand how people respond to being the target of stereotypes and prejudice.

4. Your paper should be typed and no more than 5 pages long. Check your spelling and grammar. Make your arguments clear and concise. Pay attention to the logic and flow of your arguments. If other instructors in the past have expressed concern about the clarity of your writing, there's a good chance I will too. To avoid this, take your paper to a writing counselor before you hand it to me.
5. Please be careful to avoid plagiarism. This is a very serious offense. If a student cheats or plagiarizes, s/he will fail the class. With regard to plagiarism, here are the issues you need to pay attention to:
 - DO NOT COPY from any other student's paper.
 - When you use psychological research from the readings, BE SURE TO CITE the researchers by putting their last name(s) and year of publication in parentheses after you summarize their work (e.g., Sherif, 1955, p. 34). This makes it clear to the person reading your paper, that you're acknowledging the use of another person's work/ideas to support your argument.
 - DO NOT QUOTE too many sentences or paragraphs from any of your readings. Instead, always try to summarize the idea in YOUR OWN WORDS and cite the source after your summary.