Prejudice, Stereotyping, and Social Identity: Psych 891A
Prof. Nilanjana (Buju) Dasgupta
MW 11:15 AM-12:45 PM

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Course objectives
This course is designed to give you broad knowledge about prejudice, stereotyping, social identity, and intergroup relations from a social psychological perspective, so that you can work with diverse populations in terms of your research and practice. We will use a broad definition of social groups, although particular attention will be given to race/ethnicity, gender, sexual orientation, mental illness, and aging.

The syllabus is organized around four critical questions:
1. What motivations in individuals create or accentuate prejudice and stereotypes toward others? Here we will discuss the role of threat, social identity, values, and ideology.
2. What cognitive processes also create or accentuate prejudice and stereotypes via a different route? Here we will discuss the role of categorization and implicit associations
3. What interventions are known to reduce group-based bias? We will discuss research on intergroup contact, media exposure, perspective-taking, and interpersonal confrontation.
4. What is the experience of negatively stereotyped individuals who are at the receiving end of bias in terms of their health, self-esteem, memory and performance, self-objectification, mortality, and psychological resilience? Here we will focus on race, gender, mental illness, aging, and HIV status.

All readings for this course are rooted in basic psychological research on intergroup relations in order to ensure that our understanding of groups, culture, and their effects on social behavior is grounded in scientific theory and empirical evidence. Our class discussions will have two equally important goals: (1) to discuss, critique, and evaluate the scientific merit of this research; and (2) to apply this research to real world social problems and possible interventions (e.g., intergroup conflict, achievement gaps, health, clinical interventions, and therapeutic relationships) Your final research paper for the course should be designed around your own research and/or clinical interests.

Requirements

- *Discussion questions:* 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 this type of critical thinking and promote class discussion, I would like each of you to generate one discussion question once a week based on that week's reading. You'll either write a question for the Monday class meeting or the Wednesday class meeting. For more details, look at each class meeting later in the syllabus where I specify which group of students will write discussion questions for which class meeting. If your last name begins with A-L you're in Group 1, if your last name begins with M-Z you're in Group 2.

One of you will be the discussion leader every class starting Feb 2. In order to get all of us to think about the readings ahead of time, <u>one</u> discussion question based on each week's readings should be submitted to the discussion leader and me via e-mail every <u>Sunday and Tuesday evening by 8:00 PM</u>. The discussion leader will be responsible for organizing the questions thematically, adding his/her own, circulating the organized list to the rest of the class via email, and leading class discussion the next day. The discussion leader will also bring hardcopies of the list of questions to class for everybody. (<u>10% of your final grade</u>).

- *Class participation*: is required every week. The goal of class discussion is to integrate and critically evaluate the readings, identify unresolved questions and ideas, and evaluate the implications of the research for real world outcomes—e.g., clinical interventions, therapeutic relationships, achievement and performance, etc.. I will evaluate not only the quantity of class participation, but rather the *quality of ideas* raised by each of you. If for any reason you are not able to attend a class meeting, please let me know ahead of time. (<u>10% of your grade</u>)

- *Short papers* (3 total, 3 double-spaced pages): each paper should be based on one of the articles you read in class or you may also integrate multiple readings. Your paper should: (a) raise an issue left unresolved by the article(s) you read or point out a flaw in the paper, (b) explain why this problem is important, and (c) propose a study that will fix this problem. These papers should be submitted to me on <u>Feb 9, March 9, and March 30</u>, with no more than one paper covering a single topic. To prevent me from being unintentionally biased, please don't put your name on the front of your paper; put it on the back so that I can grade the paper without knowing who wrote it. You may revise these papers if you want to improve your grade. All revisions must be submitted by the last day of class. (15% per paper for a total of <u>45% of your grade</u>)

- *End-of-term research paper*: should be a detailed research proposal with: (a) an abstract that briefly lays out the main thesis of the paper, the planned study, and expected results; (b) an <u>introduction</u> that defines the research question and reviews related literature; (c) a methods section that proposes an original study to answer the research question, (d) a results section that systematically lays out the predicted findings, and (e) a discussion section that links the proposed study to bigger implications about stereotyping and prejudice. Ideally, this research paper should be a project that you are interested in conducting in the future (<u>35% of the grade</u>)
<u>Due wed, Feb 25</u>: 2-page write-up of your paper topic. Include your main research question, planned experiment, and references.
<u>Due mon, April 13</u>: Complete first draft of your final paper.
<u>Due fri, May 15</u>: Final version of your final paper.

Readings

Readings are available electronically through e-reserves at DuBois Library with one exception—I will email you the chapters from Allport (1954).

Academic honesty

All students are expected to adhere scrupulously to the University policy concerning academic honesty. For more information on the University's academic honesty policy, please visit the following website: www.umass.edu/dean_students/codeofconduct/acadhonesty

<div align="center">**Readings**</div>

Mon Jan 26: Introductions and logistics

Wed Jan 28: snow (class canceled)

Motivations that promote prejudice and stereotypes

Mon Feb 2: Frustration motivates prejudice

Allport, G.W. (1954). *The nature of prejudice.* Reading, MA: Addison-Wesley. Ch. 1 ("What is the problem?"), Chapter 21 ("Frustration").

Hovland, C.I., & Sears, R.R. (1940). Minor studies of aggression: VI. Correlation of lynchings with economic indices. *Journal of Psychology: Interdisciplinary and Applied, 9,* 301-310.

Wed Feb 4: Frustration (cont'd) and ego threat motivate prejudice

Green, D.P., Glaser, J., & Rich, A. (1998). From lynching to gay bashing: The elusive connection between economic conditions and hate crime. *Journal of Personality and Social Psychology, 75,* 82-92.

Fein, S., Hoshino-Browne, E., Davies, P. G., & Spencer, S.J. (2003). Self-image maintenance goals and sociocultural norms in motivated social perception. In S. J. Spencer, S. Fein, M. P. Zanna, & J. M. Olson (Eds.), *Motivated social perception: The Ontario Symposium, Vol. 9* (pp. 21-44). Mahwah, NJ: Erlbaum.

Mon Feb 9: Symbolic and realistic threats motivate prejudice

 First 3-page paper due today

Glaser, J., Dixit, J., & Green, D.P. (2002). Studying hate crime with the Internet: What makes racists advocate racial violence? Journal of Social Issues, 58, 177-193.

Riek, B.M., Mania, E.W., & Gaertner, S.L. (2006). Intergroup threat and outgroup attitudes: A meta-analytic review. *Personality and Social Psychology Review, 10,* 336-353.

Wed Feb 11: Ambivalent values motivate prejudice

Biernat, M., Vescio, T.K., Theno, S.A., & Crandall, C.S. (1996). Values and prejudice: Toward understanding the impact of American values on outgroup attitudes. In C. Seligman, J.M. Olson, M.P. Zanna (Eds.), *The psychology of values: The Ontario symposium, Vol. 8* (pp. 153-189). Hillsdale, NJ: Erlbaum.

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.

Sears, D.O. & Henry, P.J. (2003). The origins of symbolic racism. Journal of Personality and Social Psychology, 85, 259-275.

Mon Feb 16: No class (President's day)

Wed Feb 18: Justifying and legitimizing ideologies motivate prejudice

Crandall, S., & Eshleman, A. (2003). A justification-suppression of the expression and experience of prejudice. *Psychological Bulletin, 129*, 414-446.

Jost, J. T., Banaji, M. R., & Nosek, B.A. (2004). A decade of System Justification Theory: Accumulated evidence of conscious and unconscious bolstering of the status quo. *Political Psychology, 25,* 881-920.

Mon Feb 23: Justifying and legitimizing ideologies motivate prejudice (cont'd)

Major, B., Gramzow, R. H., McCoy, S. K.; Levin, S., Schmader, T., & Sidanius, J. (2002). Perceiving personal discrimination: The role of group status and legitimizing ideology. *Journal of Personality and Social Psychology, 82*, 269-282.

Pratto, F., Sidanius, J., & Levin, S. (2006). Social dominance theory and the dynamics of intergroup relations: Taking stock and looking forward. *European Review of Social Psychology, 17*, 271-320.

Wed Feb 25: Social identity and identity threat

 2-page proposal of your final paper due today (topic, main thesis, and references)

Tajfel, H. & Turner, J.C. (1986). A social identity theory of intergroup behaviour. In S. Worchel & W.G. Austin (Eds.), *Psychology of intergroup relations* (pp. 7-24). Chicago: Nelson-Hall.

Brewer, M. B. (1999). The psychology of prejudice: Ingroup love or outgroup hate? *Journal of Social Issues, 55*, 429-444. Special issue: Prejudice and intergroup relations: Papers in honor of Gordon W. Allport's centennial.

Mon Mar 2: Social categorization as the origin of stereotypes.

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

Schaller, M. (1991). Social categorization and the formation of group stereotypes: Further evidence for biased information processing in the perception of group-behavior correlations. *European Journal of Social Psychology, 21*, 25-35.

Wed Mar 4: Social categorization as the origin of stereotypes (cont'd).

Feldman, D.B., & Crandall, C.S. (2007). Dimensions of mental health stigma: What about mental illness causes social rejection? *Journal of Social & Clinical Psychology, 26*, 137-154.

Klauer, K. C., Wegener, I., & Ehrenberg, K. (2002). Perceiving minority members as individuals: The effects of relative group size in social categorization. *European Journal of Social Psychology, 32*, 223-245.

Mon Mar 9: Implicit prejudice and stereotypes

Second 3-page paper due today

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

Payne, B. K., Lambert, A. J., & Jacoby, L. L. (2002). Best laid plans: Effects of goals on accessibility bias and cognitive control in race-based misperceptions of weapons. *Journal of Experimental Social Psychology*, *38*, 384-396.

Wed Mar 11: Factors that increase implicit prejudice

Pratto, F., & Shih, M. (2000). Social dominance orientation and group context in implicit group prejudice. *Psychological Science, 11*, 515-518.

DeSteno, D. A., Dasgupta, N., Bartlett, M. Y., & Cajdric, A. (2004). Prejudice from thin air: The effect of emotion on automatic intergroup attitudes. *Psychological Science, 15,* 319-324.

Mon Mar 23: The relation between implicit prejudice and behavior

Greenwald, A. G., Poehlman, T. A., Uhlmann, E., & Banaji, M. R. (in press). Measuring and using the Implicit Association Test: III. Meta-analysis of predictive validity. *Journal of Personality and Social Psychology*.

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

Wed Mar 25: The relation between implicit prejudice and behavior (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.

Peris, T. S.; Teachman, B. A.; Nosek, B. A. (2008). Implicit and explicit stigma of mental illness: Links to clinical care. *Journal of Nervous and Mental Disease, 196*, 752-760.

Interventions designed to reduce cultural stereotypes and prejudice

Mon Mar 30: Prejudice reduction interventions

Third 3-page paper due today

Pettigrew, T. F., & Tropp, L. R. (2006). A meta-analytic test of intergroup contact theory. *Journal of Personality and Social Psychology, 90*, 751-783.

Page-Gould, E., Mendoza-Denton, R., & Tropp**,** L. R (2008). With a little help from my cross-group friend: Reducing anxiety in intergroup contexts through cross-group friendship. *Journal of Personality and Social Psychology, 95*, 1080-1094.

Wed Apr 1: Prejudice reduction interventions (cont'd)

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.

Paluck, E. L. (2006). Diversity Training and Intergroup Contact: A Call to Action Research. *Journal of Social Issues, 62*, 577-595.

Czopp, A. M., Monteith, M. J., Mark, A. Y. (2006). Standing up for a change: Reducing bias through interpersonal confrontation. *Journal of Personality and Social Psychology, 90*, 784-803.

Mon Apr 6: Prejudice reduction interventions (cont'd)

Dasgupta, N., & Greenwald, A. G. (2001). On the malleability of automatic prejudice: Combating automatic prejudice with images of admired and disliked individuals. *Journal of Personality and Social Psychology, 81,* 800-814*.*

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.

How stereotypes about group difference affect members of stigmatized groups

Wed Apr 8: Stigma and self-concept

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

Shih, M., & Sanchez, D. T. (2005). Perspectives and research on the positive and negative implications of having multiple racial identities. *Psychological Bulletin, 131*, 569-591

Mon Apr 13: Mental health stigma and self-concept

Full draft of final paper due: abstract, introduction, methods, expected results, discussion

Quinn, D. M. (2006). Concealable Versus Conspicuous Stigmatized Identities. In S. Levin & C. van Laar (Eds.), *Stigma and group inequality: Social psychological perspectives* (pp. 83-103). Mahwah, NJ: Erlbaum.

Kroska, A., & Harkness, S. K. (2008). Exploring the role of diagnosis in the modified labeling theory of mental health. *Social Psychology Quarterly, 71*, 193-208.

Wed Apr 15: Stigma and psychological resilience

Frable, 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.

Matheson, K., & Cole, B. M. (2004). Coping with a threatened group identity: Psychosocial and neuroendocrine responses. *Journal of Experimental* Social *Psychology, 40,* 777-786.

Mon Apr 20: no class (Patriot's day)

Tue Apr 21 (mon schedule): The effect of social identity on the self – the case of race and performance

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.

Inzlicht, M., Aronson, J., Good, C., & McKay, L. (2006). A particular resiliency to threatening environments. *Journal of Experimental Social Psychology, 42*, 323-336.

Wed Apr 22: Effect of social identity on self – the case of race and health

Richman, L. S., Bennett, G. G., Pek, J., Siegler, I., & Williams, R. B. Jr. (2007). Discrimination, dispositions, and cardiovascular responses to stress. *Health Psychology*, *26*, 675-683.

Yip, T., Gee, G. C., & Takeuchi, D. T. (2008). Racial discrimination and psychological distress: The impact of ethnic identity and age among immigrant and United States-born Asian adults. *Developmental Psychology, 44*, 787-800.

Mendes, W. B., Major, B., McCoy, S., & Blascovich, J. (2008). How attributional ambiguity shapes physiological and emotional responses to social rejection and acceptance. *Journal of Personality and Social Psychology, 94*, 278-291.

Mon Apr 27: Effect of social identity on the self – the case of gender

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.

Shih**,** M., Pittinsky, T. L., & Ambady, N. (1999). Stereotype susceptibility: Identity salience and shifts in quantitative performance. *Psychological Science, 10*, 80-83.

Wed Apr 29: Effect of social identity on the self – the case of aging

Levy, B. (1996). Improving memory in old age through implicit self-stereotyping. *Journal of Personality and Social Psychology, 71,* 1092-1107.

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.

Mon May 4: Effect of social identity on the self – the case of sexuality

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.

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.

Wed May 6: Effect of social identity on the self – the case of mental illness

Hinshaw, S. P, Stier, A. (2008). Stigma as related to mental disorders. *Annual Review of Clinical Psychology, 4*, 367-393.

Link, B. G., Struening, E. L., Rahav, M., & Phelan, J. C. (1997). On stigma and its consequences: Evidence from a longitudinal study of men with dual diagnoses of mental illness and substance abuse. *Journal of Health* and *Social Behavior*, *38*, 177-190.

Mon May 11: wrap-up

Final version of your end-of-term paper due on Friday May 15