

Prejudice, Stereotyping, and Social Identity: Psych 891C

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Th 2:30-5:00 p.m., Tobin

Fall 2007

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Course objectives

This course is designed to provide you with a knowledge base in basic social psychological research on intergroup relations, prejudice, stereotyping, and social identity, so that you can work with diverse populations in terms of your research and practice. For the purpose of this course, we will use a broad definition of social groups, although particular attention will be focused on race/ethnicity, gender, sexual orientation, and age.

The first part of this course will examine how people's own group membership and the culture in which they live influence their attitudes and behavior toward others who belong to the same group ("ingroup") or to different groups ("outgroups"). The second part of this course will focus on evaluating interventions that may help alleviate interindividual and intergroup conflicts 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 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.

The readings for this course are firmly rooted in basic psychological research on intergroup relations in order to ensure that our understanding of culture and its effects on social behavior is based on scientific theory and empirical research. Our class discussions will have two equally important goals. First, we will evaluate the scientific merit of the research on the effect of culture on people's attitudes and social behavior. Second, we will apply this research to evaluate its implications for real world outcomes—e.g., clinical interventions, therapeutic relationships, the effect of cultural identity on achievement, performance, life satisfaction, etc. Your final research paper for this course should be designed around your own your specific research and 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 every week based on that week's reading.

One of you will be the discussion leader every thursday (starting September 13). In order to get all of us to think about the readings ahead of time, one discussion question based on each week's readings should be submitted to the discussion leader and me via e-mail every wednesday by 6:00 PM prior to the class. The discussion leader will be responsible for

organizing the questions thematically, circulating the organized list to the rest of the class via email and leading class discussion that day. The discussion leader will also bring hardcopies of the list of questions to class for everybody's use. (10% of your final grade).

- *Class participation*: is required every week. The goal of class participation 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 simply 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. (10% of your grade)
- *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 Sep 20, Oct 11, and Oct 25, 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 45% of your grade)
- *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 introduction 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 (35% of the grade)
Due thurs, Oct 4: 2-page write-up of your paper topic. Include your main research question, planned experiment, and references.
Due thurs, Nov 8: Complete first draft of your end-of-term paper.
Due mon, Dec 10: Final version of your end-of-term paper.

Readings

Readings are available electronically through e-reserves at DuBois Library. A hardcopy of the Allport book is on reserve at the library.

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: http://www.umass.edu/dean_students/code_conduct/acad_honest.htm

Readings

Sep 6: Introductions and logistics

Motivations that promote prejudice and stereotypes

Sep 13: Frustration, projection, and self-enhancement

Allport, G.W. (1954). *The nature of prejudice*. Reading, MA: Addison-Wesley. Ch. 1 (“What is the problem?”), Chapter 21 (“Frustration”), Ch. 24 (“Projection”).

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.

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.

Hepworth, J.T. & West, S.G. (1988). Lynchings and the economy: A time-series reanalysis of Hovland & Sears (1940). *Journal of Personality and Social Psychology*, 55, 239-247.

Sep 20: Ambivalence, rationalization, & prejudiced personality

First 3-page paper due today

Allport, G.W. (1954). *The nature of prejudice*. Reading, MA: Addison-Wesley. Ch. 25 (“The prejudiced personality”)

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. (1988). Symbolic Racism. In P. Katz & D. Taylor (Eds.), *Eliminating Racism: Profiles in Controversy* (pp. 53-84). New York, New York: Plenum Press.

Peterson, W., Doty, R.M., & Winter, D.G. (1993). Authoritarianism and attitudes toward contemporary issues. *Personality and Social Psychology Bulletin*, 19, 174-184.

Sep 27: Social categorization and cultural stereotypes.

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.

Ito, T. A., & Urland, G. R. (2003). Race and gender on the brain: Electro cortical measures of attention to the race and gender of multiply categorizable individuals. *Journal of Personality and Social Psychology*, 85, 616-626.

Goldberg, J. (June 20, 1999). The color of suspicion. *New York Times Magazine*. (skim)

Fears, D. (July 14, 2003). Race divides Hispanics, report says. *Washington Post*. (skim)

Oct 4: Implicit prejudice and stereotypes

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

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

Payne, B. K. (2001). Prejudice and perception: The role of automatic and controlled processes in misperceiving a weapon. *Journal of Personality and Social Psychology, 81*, 181-192.

Phelps, E. A., O'Connor, K. J., Cunningham, W. A., Funayama, E. S., Gatenby, J. C., Gore, J. C., et al. (2000). Performance on indirect measures of race evaluation predicts amygdala activation. *Journal of Cognitive Neuroscience, 12*, 729-738.

Oct 11: The relation between implicit prejudice and behavior

Second 3-page paper due today

McConnell, A. R., Leibold, J. R. (2001). Relations among the Implicit Association Test, discriminatory behavior, and explicit measures of racial attitudes. *Journal of Experimental Social Psychology, 37*, 435-442.

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

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.

Vanman, E., Paul, B. Y., Ito, T. A., & Miller, N. (1997). The modern face of prejudice and structural features that moderate the effect of cooperation on affect. *Journal of Personality and Social Psychology, 73*, 941-959.

Interventions designed to reduce cultural stereotypes and prejudice

Oct 18: Strategies designed to reduce prejudice

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

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.

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*.

How stereotypes about cultural difference affect members of stigmatized groups

Oct 25: Some theories of social and cultural identity

Third 3-page paper due today

Brown, R. (2000). Social identity theory: past achievements, current problems and future challenges. *European Journal of Social Psychology, 30*, 745-769.

Schwartz, S. J., Montgomery, M. J., Briones, E. (2006). The role of identity in acculturation among immigrant people: Theoretical propositions, empirical questions, and applied recommendations. *Human Development, 49*, 1-30.

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.

Nov 1: The effect of social and cultural identity on the self

Porter, J., & Washington, R. (1993). Minority identity and self-esteem. *Annual Review of Sociology, 19*, 139-161.

Crocker, J., Luhtanen, R., Blaine, B., & Broadnax, S. (1994). Collective self-esteem and psychological well-being among White, Black, and Asian college students. *Personality and Social Psychology Bulletin, 20*, 503-513.

Berry, J. W., & Kim, U. (1988). Acculturation and mental health. In P. Dasen, J.W. Berry, & N. Sartorius (Eds.), *Health and cross-cultural psychology: Toward applications* (pp. 207-236).

Nov 8: The effect of social and cultural identity on the self – the case of race/ethnicity

Complete draft of your paper due today (abstract, introduction, methods, discussion)

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.

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.

Spencer-Rodgers, J., & Collins, N. L. (2006). Risk and resilience: Dual effects of perceptions of group disadvantage among Latinos. *Journal of Experimental Social Psychology, 42*, 729-737.

Nov 15: The effect of social and cultural identity on the self – the case of gender and age

Gonzales, P. M., Blanton, H., & Williams, K. J. (2002). The effects of stereotype threat and double-minority status on the test performance of Latino women. *Personality and Social Psychology Bulletin, 28*, 659-670.

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.

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

Nov 22: no class (Thanksgiving)

Nov 29: Self-protection and psychological resilience

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

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.

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

Frale D. E. S., Blackstone, T. Scherbaum, C. (1990). Marginal and mindful: Deviants in social interaction. *Journal of Personality and Social Psychology*, 59, 140-149.

Dec 6: wrap-up

Final version of your end-of-term paper due on Monday Dec 10