The Psychology of Prejudice Winter 2016
Psychology 384

Instructor:
Sharon Akimoto
Olin 131, ext. 4503
Office Hours: Tuesday 1-2, Wednesday 11-1
and by appointment

Organization of the course:
This course will cover major psychological theories and scientific approaches to understanding prejudice. We will begin by distinguishing among various forms of prejudice as they relate to different marginalized groups. We will then focus on major of prejudice (e.g. cognitive, motivational, individual difference, intergroup processes, etc.). Then in the last section of this course, we will examine ways to reduce prejudice.

Requirements:
Critical Essays: You will be expected to write two, two-page critical essays, one each during the first and second third of the term. An optional third essay can be submitted during the final third of the term to replace one of the first two, if desired. In your essay, you may refer to previously assigned or future readings, but the primary focus should be on some aspect if the readings assigned for the day that you are turning it in. One goal of the essay is to help facilitate and deepen class discussion. The essay should be a critical examination and/or extension of some aspect of the readings that you find particularly thought provoking. You should offer a concise, focused, and scholarly argument, evaluation, and/or extension of some aspect of the literature, rather than a summary or personal reflection. It does not need to involve a comprehensive review or require additional research. In fact, you may find that a point made in a single article is sufficient for an insightful and focused analysis. Your grade will be determined by the degree of clarity, focus, unique insight, creativity, and critical evaluation and examination of the subject matter. Many essays receive a grade of 7 to 8 on a 10 point scale, which indicates a solid score: accurate, raised a new idea, clearly written.

Class Participation: The class will be conducted in a discussion format, thus we will all be responsible for the success of this course. Class participation is expected. Participation includes in-class discussion and response to Moodle postings by student discussion leaders and/or student responses to discussion questions. In addition, once during the term, in pairs, you will be responsible for leading part or all of one class meeting. When scheduled to lead class, please read the assigned material ahead of time, find/read one related article in more depth (e.g. choose one cited in the readings), sketch out a tentative plan for the class (e.g., your goals for the class, topics you’d like to focus on, how you might structure the class period), then meet with me (at least one day before class) to discuss and finalize your plan. After our meeting, post one or two questions to Moodle by 5pm the day before class; all other students will respond throughout the evening. Before class, read and evaluate responses to the questions and select responses to share and incorporate into class discussion during class. Lead the class in a discussion of the readings, and include a brief presentation of the related article. Ideas and resources can be found at:
http://www.understandingprejudice.org/

Research Paper: A final research paper, approximately 6 (individual) to 8 (coauthored) pages, is due 9th week. Choose a specific issue to research in depth (see end of syllabus for possible ideas) and conduct a critical review of that topic. Explore the existing literature on the topic and write a coauthored or single author paper. Best papers will identify a clear thesis on a specific aspect of the topic selected, consider multiple sides to the issue, provide supportive psychological evidence (including an analysis of the quality of the evidence), and end with a well-grounded concluding statement. The final paper can take a number of different forms besides the traditional literature review, such as a debate + integration, an applied program, social policy statement, service project etc., as long as there is a component of analysis and literature review. Further details will be forthcoming.
Preparation for Integrative Model:
1) To prepare for class discussion, the Model, and to promote critical thinking, I encourage you to take careful notes of the readings in whatever manner works for you; 2) write down one or two thoughtful questions or responses to the readings for each class period; and 3) a weekly personal reflection. You may wish to keep all or some of the above in a journal. **At minimum, please write down your questions and reflections and bring them to class each day.** These may be collected at midterm and/or end of term. I suggest using symbol/color etc. to designate each type of entry if you are keeping a written journal.

Further suggestions:

**Notes:** If you take notes in a journal, it would help to list the title and author of each article and note the main points made by the author as well as any important and interesting concepts, terms, findings and theories. Or you may wish to simply mark your book or articles.

**Questions/responses:** For each set of readings (e.g. a point made in one part of one reading; or a set of readings as a whole), write a thoughtful question or response, something that you can share with the class. I will call on individuals to share their insights so whether or not you keep these in a journal, please come to class prepared to share your thoughts. If there are Moodle discussion questions posted for a particular day, you may wish to simply reply to those instead as they focus your attention on a particular issue in the readings. Note: Moodle questions are only posted by student leaders. Guidelines for questions: What are the most intriguing, crucial and/or central issues that come from the readings/discussions for each class period and why? What new questions or insights did you acquire in response to the discussions? Please be sure to identify the source of your question (give context), provide a critical examination of that issue, and pose a question/comment in a manner that might be brought up in class to further stimulate discussion. Hint: These may be a good source for the thesis of a critical essay.

**Personal reflections:** At least once a week, please reflect on your readings, class discussion, Moodle discussion and/or anything else that comes up (e.g. related conversations out side of class) and write your thoughts down. The content of reflections will **not** be evaluated but it is a valuable to record concerns, opinions, and reactions.

2) The Model: Instead of a “final exam”, collaboratively with 1-2 others, I’d like you to use your reading notes, insights from readings and moodle discussions, etc. and integrate the concepts covered throughout the class into a **comprehensive model** addressing ways to reduce prejudice. The model should include a written and visual component (poster, three dimensional diagram, book, game, web page etc.). Plan to share it with others on the last day of class. The material you’ve read for this course will be all you’ll need to complete this assignment. So, it will be extremely helpful to keep up with good note taking.

*There might be a possibility of working with an after school program (logistics are currently being worked out): to address student concerns, produce an activity/game to address their issues, and involvement and/or presentation to them of your final product. Plan on at least two off campus visits. More updates to follow.*

**Text:**

**Grading:**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Critical Essays</td>
<td>20%</td>
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<tr>
<td>Final paper</td>
<td>25%</td>
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<tr>
<td>Final &quot;exam&quot; (Model)</td>
<td>25%</td>
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<tr>
<td>Class Participation</td>
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(formal-discussion leading; Moodle postings/responses; in-class discussion; presentation of model)
**Tentative Course Schedule**
(Note: some readings may be changed and/or added. Check Moodle for updates)

**T 3/29 What is prejudice?**

In class film: “True Colors”  
Also see [https://www.youtube.com/watch?v=9Kg4DTssWTQ](https://www.youtube.com/watch?v=9Kg4DTssWTQ)  
Whitley and Kite, Ch. 1, Introduction to the concepts of stereotyping, prejudice and Discrimination  
Try a few of these before the next class period: [https://implicit.harvard.edu/implicit/](https://implicit.harvard.edu/implicit/).

- What makes the concepts of prejudice, discrimination and stereotyping different and similar to each other? What is the relationship among them?  
- What are the difficulties defining and identifying when each occurs? Are there other related concepts and how do they compare? Can an action/event be characterized by only one of these concepts? When do all of these processes operate at the same time?  
- Why might it be difficult for a researcher to study this topic?

**Part I: Exploring the experience of prejudice**

**Th 3/31 How is prejudice exhibited? And how is it studied?**

Whitley and Kite, Ch. 2, How psychologists study prejudice and discrimination.  
Whitley and Kite, Ch. 6, “Old fashioned and contemporary forms of Prejudice”  

- Write down your reactions to the IAT. Offer a critique of this method (what are the benefits/limitations of this test). What exactly is being measured?  
- How is prejudice experienced?  
- Is prejudice, stereotyping, discrimination always “bad”?  
- How do you define “bad”? Are these phenomenon ever beneficial, acceptable or not so bad under certain circumstances? E.g. people cope well with discrimination; does that make it less bad?  
- Are there benefits of discrimination from the target’s perspective?  
- What implications were raised in the videos, in terms of the various conceptions of prejudice, stereotyping, discrimination.

**T 4/5 What is the experience of being the target of prejudice and discrimination?**

Whitley and Kite, Ch. 11, “The experience of discrimination”  
Whitley and Kite, Ch. 13, “Age, ability and appearance”  

- For this day and next, consider the similarities and differences among various targets of prejudice and discrimination. For example, how does racism differ from classism?
You might also compare and contrast the different groups with regard to social stigma discussed in Whitley and Kite Ch. 11. Begin mapping out the factors that distinguish each from each other. What is it about these groups that trigger stereotypes/prejudice?

Th 4/7  Targets continued..

Whitley and Kite, Ch. 12 “Gender and sexual orientation”

**Part II:** What makes people prejudiced?

**Stereotyping and cognitive processes**

T 4/12  Categorization: natural cognitive processes

Whitley and Kite, Ch. 3, “Social categorization and stereotyping”

Th 4/14  What triggers or activates a stereotype?

Whitley and Kite, Ch. 4, “stereotype activation and application”

**Note: First Critical Essay should be turned in by today.**

**Motivation and emotion**

T 4/19  What motivates or inhibits prejudice?

Whitley and Kite, Ch. 5 “Emotions and motivation”

**Person variables: Becoming a prejudiced person or not**

Th 4/21  Individual difference, religion

Whitley and Kite, Ch. 7, “Individual differences in prejudice”
**T 4/26 Development of Prejudice**

Whitley and Kite, Ch. 8, “Development of prejudice in children”

**Th 4/28 Media, pop culture, humor**

Bring to class sample TV/video clips: e.g. All in the Family, stand up comedy, etc.

**Social Contexts: Inter and intra group processes**

**T 5/3 Ingroup bias, conflict and competition**

Whitley and Kite, Ch. 9, “Social context of prejudice”

*Prospectus for your final paper due (a brief paragraph to: sakimoto@carleton.edu)*

**Th 5/5 Acting on prejudice: hate groups and other extreme forms of discrimination**

Whitley and Kite, Ch. 10, “Prejudice to discrimination”
Peruse hate websites such as: [http://hatedirectory.com/](http://hatedirectory.com/) or [http://www.splcenter.org](http://www.splcenter.org)

**Second Critical Essay should be turned in by today**

**NOTE**: out-of-class screening of the film, *Color of Fear* this week/weekend/early next week.
Dates, location TBA.

**Part III**: How do we reduce prejudice?

**T 5/10 Individual and Internal sources of prejudice reduction**

*Color of Fear* discussion
Whitley and Kite, Ch. 14 “Reducing prejudice and discrimination” pp.540-551
Th 5/12  *Intergroup contact—barriers to initial contact; can they be overcome?*

Whitley and Kite, Ch. 14 “Reducing prejudice and discrimination” pp. 551-569


T 5/17  *Visit from Professor Rebecca Neel* - in class visit plus common time talk (Please attend)


Th 5/19  *Cross Group friendships*


*Final Paper Due this Saturday, 5/21*  (10pm: submit on Moodle)

T 5/24  *Role of Empathy*

In class film: “Eye of the Storm”


Th 5/26  Policy: Application to the “real world”

Whitley and Kite, Ch. 14 “Reducing prejudice and discrimination” pp. 569-589.

T  5/31  Presentation of Models on last day of classes.

**No final exam but optional, 3rd Critical Essay, may be submitted by the end of the final exam period (see above for explanation)**
Hot Topics: Topic ideas for your research paper.

1. Affirmative action: beneficial or not? Necessary or not?  
http://www.understandingprejudice.org/readroom/articles/affirm.htm

2. Are religious people more/less prejudiced?

3. Is stereotyping automatic and inevitable?

4. What are the effects of racial, ethnic, gender, etc. jokes? Do they promote or reflect prejudice? When do they not promote or reflect prejudice (i.e. can one make such jokes and not be prejudiced?)

5. Does focusing on prejudice (i.e. awareness of prejudice) promote prejudice? What are the strengths and weaknesses of the Colorblind perspective?


7. Conservative, right-winged individuals tend to be prejudiced, according to research. What underlies this link? Can liberals be prejudiced as well? When and under what circumstances? What are the similarities and differences?

8. White privilege

9. Immigration and anti-immigrant sentiments

10. Hate groups: who joins and why?

Add your own ideas here: