

The Psychology of Prejudice Winter 2017 Psychology 384

Instructor:

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Office Hours: Monday 12:30-2, Thursday 12-1:30
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 end of 8th 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, lesson plan, 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 an ACE project with local grade schools (logistics are currently being worked out) involving an activity/curriculum/game to address student concerns and issues. Those choosing this option may be able to combine the model with the final research paper. More updates to follow.

Textbook:

Kite, M.E. and Whitley, B.E. & (2016). *The Psychology of Prejudice and Discrimination*. New York, NY: Routledge.

Grading:

Critical Essays	20%	Final "exam" (Model)	25%
Final paper	25%	Class Participation	30% (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. Note: all articles are available at the library on e-reserve. Password: psyc)

Th 1/5 *What is prejudice?*

In class: “True Colors”; <https://www.youtube.com/watch?v=riPydAtFV-0>;

<https://www.youtube.com/watch?v=3-Vg6BYcvMc>

Kite and Whitley, Ch. 1, Introduction to the concepts of stereotyping, prejudice and Discrimination

- 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 (e.g. just stereotyping)? When do all occur at the same time?
- What are some challenges to conducting research on prejudice?

Part I: Exploring the experience of prejudice

T 1/10 *Contemporary forms of prejudice and challenges for research*

Kite and Whitley, Ch. 5, “Old fashioned and contemporary forms of Prejudice”

Kite and Whitley, Ch. 2, How psychologists study prejudice and discrimination.

Try a few of these before class: <https://implicit.harvard.edu/implicit/>.

- 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”? Is prejudice/discrimination 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.

Th 1/12 *Who are targets of prejudice and why?*

Kite and Whitley, pp 392-402 in Ch. 10, “The experience of discrimination”

Kite and Whitley, Ch. 11 “Gender and sexual orientation”

Everett, J.(2015). Covered in stigma? The impact of differing levels of Islamic head-covering on explicit and implicit biases toward Muslim women, *Journal of Applied Social Psychology*, 45(2) 90-104.

- 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 Kite and Whitley Ch. 11. Begin mapping out the factors that distinguish each from each other. What is it about these groups that trigger stereotypes/prejudice?

T 1/17 *Targets continued..*

Kite and Whitley, Ch. 12, "Age, ability and appearance"

O'Brien, K., Daníelsdóttir, S., Ólafsson, R., Hansdóttir, I., Fridjónsdóttire, T. & Jónsdóttir, J. (2013). The relationship between physical appearance concerns, disgust and anti-fat prejudice, *Body Image, 10*, 619-623.

Neel, R., Neufeld, S.L. & Neuberg, S.L. (2013). Would an obese person whistle Vivaldi? Targets of prejudice self-present to minimize appearance of specific threats, *Psychological Science, 24*(5) 678-687. doi, 10.1177/0956797612458807.

Th 1/19 In class VIDEO

Kite and Whitley, Ch. 10, "The experience of discrimination"

Carter, E.R. & Murphy, M.C. (2015). Group-based Differences in Perceptions of Racism: What Counts, to Whom, and Why?, *Social and Personality Psychology Compass, 9*(6), 269-280.

Part II: What makes people prejudiced?

Stereotyping and cognitive processes

T 1/24 Discussion of video and readings from previous class
Categorization: cognitive processes

Kite and Whitley, Ch. 3, "Social categorization and stereotyping"

Correll, J., Wittenbrink, B., Crawford, M.T. & Sadler, M.S. (2015). Stereotypic vision: How stereotypes disambiguate visual stimuli, *Journal of Personality and Social Psychology, 108*(2), 219-233.

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

Th 1/26 *What triggers or activates a stereotype?*

Kite and Whitley, Ch. 4, "stereotype activation and application"

Mekawi, Y., Bresin, K. & Hunter, C.D. (2016). White Fear, Dehumanization, and Low Empathy: Lethal Combinations for Shooting Biases, *Cultural Diversity & Ethnic Minority Psychology, 22*(3), 322-332.

Person variables: Becoming a prejudiced person or not

T 1/31 *Individual difference, Ideology, religion*

Kite and Whitley, Ch. 6, "Individual differences in prejudice"

Chambers, J.R., Schlenker, B.R. & Collisson, B. (2013). Ideology and prejudice: The role of value conflicts, *Psychological Science, 24*(2), 140-149.

Batson, C.D., & Eidelman, S.H. Higley, S.L., & Russell, S.A. (2001). "And who is my neighbor? II: Quest religion as a source of universal compassion, *Journal for the Scientific study of Religion, 40* 39-50.

Th 2/2 *Development of Prejudice*

Kite and Whitley, Ch. 7, "Development of prejudice in children"
Aboud, F.E. (2003). The formation of in-group favoritism and out-group prejudice in young children: Are they distinct attitudes? *Developmental Psychology*, 39, 48-60.

T 2/7 *Media, pop culture, humor*

Bring sample of TV/video clip, e.g. All in the Family, stand up comedy, etc.
Graves, S. (1999). Television and prejudice reduction: When does television as a vicarious experience make a difference? *Journal of Social Issues*, 55, 707-725.
Rappoport, L. (2005). *Punchlines: The case for racial, ethnic, and gender humor*. Westport, CT: Sage. Read Chapter 1 "The sword and shield metaphor"
Johnson, J.D., Olivo, N., Gibson, N., Reed, W. & Ashburn-Nardo, L. (2009). Priming media stereotypes reduces support for social welfare policies: The mediating role of empathy, *Personality and Social Psychology*, 35, 463-476.

Social Contexts: Inter and intra group processes

Th 2/9 *Ingroup bias, conflict and competition*

Kite and Whitley, Ch. 8, "Social context of prejudice"
Pearson, M. (2010). How "undocumented workers" and "illegal aliens" affect prejudice toward Mexican Immigrants, *Social Influence*, 118-132.

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

T 2/14 *Acting on prejudice: hate crimes and other forms of discrimination*

Kite and Whitley, Ch. 9, "Prejudice to discrimination"
Monin, B. & Miller, D T. (2001). Moral credentials and the expression of prejudice. *Journal of Personality and Social Psychology*, 81, 33-43.
Blazak, R. (2001). White boys to terrorist men: Target recruitment of Nazi skinheads, *American Behavioral Scientist*, 44, 982-1000.
Peruse hate websites such as: <http://hatedirectory.com/> or <http://www.splcenter.org>

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

Part III: Can Prejudice be reduced?

Th 2/16 *Individual and Internal sources of prejudice reduction*

Kite and Whitley, Ch. 13 "Reducing prejudice and discrimination" pp.527-536.
Kawakami, K., Dovidio, J.F., Moll, J. Hermsen, S., & Russin, A. (2000). Just say no (to stereotyping): Effects of training in the negation of stereotypic associations on stereotype activation. *Journal of Personality and Social Psychology*, 78, 871-888.
Shelton, J.N., Richeson, J.A., Salvatore, J., & Trawaltter, S. (2005). Ironic effects of racial bias during interracial interactions. *Psychological Science* 16, 297-402.

T 2/21 *Intergroup contact—barriers to initial contact; can they be overcome?*

Kite and Whitley, Ch. 13 “Reducing prejudice and discrimination” pp. 536-555.

Mallett, R.K. & Wilson, T.D. (2010). Increasing positive intergroup contact. *Journal of Experimental Social Psychology*, 46, 382-387.

Cameron, L & Turner, R.N. (2017). Intergroup contact among children. In L. Vezzali & S. Stathi (Eds.), *Intergroup Contact Theory*. New York, NY: Routledge.

<http://www.jigsaw.org/>

Th 2/23 Kunst, J.R., Thomsen, L., Sam, D.L. & Berry, J.W. (2015). “We are in this together”: Common group identity predicts majority members’ active acculturation efforts to integrate immigrants, *Personality and Social Psychology Bulletin*, 1-6.

Moskowitz, Salomon, Taylor, (2000). Preconsciously controlling stereotyping: Implicitly activated egalitarian goals prevent the activation of stereotypes, *Social Cognition*, 151-177.

Esses, V & Dovidio, J. (2002). The role of emotions in determining willingness to engage in intergroup contact, *Personality and Social Psychology Bulletin*, 1202-1214.

***Final Paper Due this Saturday, 2/25** (10pm: submit on Moodle)

T 2/28 *Cross Group friendships*

Stephan W.G., & Stephan, C. (1985). Intergroup anxiety. *Journal of Social Issues*, 41, 157-175.

Page-Gould, E. & Mendoza-Denton, R. (2011). Friendship and social interaction with outgroup members. L.R. Tropp & R.K. Mallett (Eds) *Moving Beyond Prejudice Reduction* (pp. 81-98). Washington, D.C.: American Psychological Association.

Brannon, T.N. & Walton, G.M. (2013). Enacting cultural interests: How intergroup contact reduces prejudice by sparking interest in an out-group’s culture. *Psychological Science*, 1-11.

Th 3/2 *Role of Empathy and Perspective taking*

In class film: “Eye of the Storm”

Vezzali, L (2015). The greatest magic of Harry Potter: Reducing prejudice, *Journal of Applied Social Psychology*, 45(2), 105-121.

Todd, A.R., Bodenhausen, G.V., Richeson, J.A. & Galinski, A.D. (2011). Perspective taking combats automatic expressions of racial bias, *Journal of Personality and Social Psychology*, 100(6), 1027-1024.

T 3/7 *Policy: Application to the “real world”*

Kite and Whitley, Ch. 13 “Reducing prejudice and discrimination” pp. 555-574.

Purdie-Vaughns, V & Walton, G.M. (2011). Is multiculturalism bad for African Americans? Redefining inclusion through the lens of identity safety. L.R. Tropp & R.K. Mallett (Eds) *Moving Beyond Prejudice Reduction* (pp. 81-98). Washington, D.C.: American Psychological Association.

Paluck, E.L. (2006). Diversity training and intergroup contact: A call to action research, *Journal of Social Issues*, 62, 577-595.

<http://www.understandingprejudice.org/readroom/articles/affirm.htm>

Th 3/9 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)**

Possible topic ideas for your research paper.

1. Affirmative action: beneficial or not? Necessary or not?
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?
6. Is racial profiling simply a legitimized form of prejudice? What are the costs and benefits? Is it ever effective, useful?
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 - does privilege contribute to prejudice? How so?
9. Immigration and anti-immigrant sentiments--how do psychological processes explain attitudes toward immigrants? What factors/conditions facilitate or inhibit positive interactions?
10. Hate groups: who joins and why?