

Psychology of Prejudice and Stereotyping, Psychology 980ee, Fall 2006

Kristin Lane

Mondays 1:00 – 3:00pm; William James Hall 950

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Office hours: Monday 3-4 and by appointment. WJH 1580

Class website: <http://my.harvard.edu/icb/icb.do?keyword=k7695>

OVERVIEW

This course focuses on the empirical study of intergroup relations. It is designed to provide an overview of the social psychological study of issues in prejudice and stereotyping. The bulk of the course will examine the cognitive, affective, and motivational origins of stereotyping and prejudice, but we will also explore the experience of being a target of prejudice – how are members of disadvantaged groups affected by cultural stereotypes and prejudice? Finally, we will discuss scientifically-based means of prejudice reduction.

In addition to generating interest in and knowledge about the material, the broader aims of this course are to help you to 1. become critical consumers of research in stereotyping and prejudice, as well as social psychology; 2. increase your effectiveness in oral and written communications; and 3. improve your ability to defend an argument using empirical data.

PREREQUISITES

As an upper-level seminar in Social Psychology, this course requires that you have completed Introduction to Psychology and Introduction to Social Psychology. In addition, PSYC 1900 or another statistics or research methods class is strongly encouraged. (This suggestion is intended to ensure that the final project can be undertaken without too much angst.) These requirements will be discussed in more detail on the first day of class. If you have any questions about the prerequisites, please talk to me.

POLICIES

Weekly expectations. This class will be conducted as a seminar, and is intended to provide a forum where you can express your thoughts and analyses on the material. The only way this can happen effectively is if you complete the reading thoroughly. It is not likely that you will be able to read, digest, and reflect on all of it if you begin it on Sunday night. Look at the assignments ahead of time and plan accordingly.

Participation & attendance. Attendance is mandatory. If you have a documented excuse (illness or family emergency) you will prepare a four-page paper. The paper is **not** intended to be a punishment for missing class - because a large percentage (25%) of the final grade is based on class participation, missed class time means that students not in class miss out on the chance to earn those points. The paper provides the chance to share you would have contributed had you been in class. If you have an unexcused absence, you will complete a (more onerous) make-up assignment, and your participation grade will be penalized.

Plagiarism. Plagiarism is unacceptable. In its most easily identifiable form, plagiarism represents copying someone else's words. This kind of offense is rare. More common are other, similarly damaging ways to plagiarize. Use of someone else's ideas or words without citing them constitutes plagiarism, and is unacceptable. When in doubt, check with me. No one ever got in trouble for citing too often. Unless explicitly stated, you must work independently on every assignment.

Communicating with me. The easiest way to get in touch with me is via email. If you cannot make my office hours, we can easily set up a meeting time. I am always happy to meet with you, to talk about the course or Psychology or more broadly. I do not accept attachments via email – you must hand in hard copies of all your work. If you are having difficulties of any kind in class, it is very much in your interest to come discuss them with me early in the semester rather than later.

Late assignments. Late written assignments will immediately lose 15% of their point value, and an additional 10% every 24 hours beyond the original deadline. Assignments that are due in class will be considered late if it arrives in class past 1:10pm on their due date. There is a 15 minute 'grace period' on the deadline for weekly questions; beyond that, questions will lose ½ point every hour beyond the deadline until five hours past the original deadline. At that point, questions will not receive any credit.

REQUIRED TEXTS

Two textbooks are available at the COOP:

Stangor, C. (2000). *Stereotypes and Prejudice: Essential Readings*. Philadelphia, PA: Psychology Press

Griffin, J. H. (1960). *Black Like Me*. New York, NY: Signet.

Additional readings will be made available from the instructor.

ASSIGNMENTS & GRADING

Class Participation Because this is a seminar, participation from everyone is crucial. The most participation need not be the best participation. Come to class prepared to discuss the current week's readings and topics. Class participation consists both of thoughtful speaking and careful listening - as a member of our group, you should also respond with thought to your classmates' comments. The nature of this course lends itself to provocative discussions; I hope that you will feel free to disagree with one another (and with me!) while treating all ideas and people with respect. If you tend to be uncomfortable speaking up in classes, please talk to me early in the semester to discuss ways to help you succeed. **100 points**

Weekly Questions Each week, you will post a discussion question on the course website by **noon on Sunday**. These questions will provide a jumping-off point for class discussions, and give you an opportunity to engage with the readings prior to attending class. More details on this requirement are below. Questions will be graded on a $\sqrt{+}$ / $\sqrt{/}$ / $\sqrt{-}$ scale. **8 points each (64 points total)**

Midterm Exam There will be one examination in this course, which will be an in-class exam. The exam will consist of multiple-choice and short answer questions, and will be closed-book. **60 points**

Stepping into Another Group. In this assignment, you will 'step into' the shoes of a social group to which you do not belong. A short paper describing your experience and reaction to this task will be completed. More information on this assignment is below. **50 points**

Final Paper **126 points, broken down as follows**

Initial proposal. **30 points**

Written paper. **60 points**

Oral presentation. **36 points**

Grading Grading is on a 400-point scale. The total number of points earned determines your grade, as follows. I reserve the right to change the grading scale, but any changes will only help your grade.

At or above...	Grade	At or above...	Grade
388	A+	304	C+
374	A	290	C
360	A-	276	C-
346	B+	262	D+
332	B	248	D
318	B-	234	D-

Summary of due dates

September 25	Weekly Question
October 2	Weekly Question
October 16	Weekly Question
October 23	Weekly Question Research Proposal
October 30	Weekly Question
November 6	Weekly Question
November 13	Weekly Question
November 20	Weekly Question
November 21 (Tuesday by 5pm)	Short Paper
November 27	Weekly Question
December 18	Final Paper

READINGS & ASSIGNMENTS SCHEDULE

N. B. READINGS ARE LISTED IN A SUGGESTED ORDER

READINGS INCLUDED IN THE STANGOR BOOK ARE INDICATED WITH (S, READING NUMBER), BLM = BLACK LIKE ME

September 18: Introduction to the Course

No readings or assignments

September 25: What is Prejudice/ Historical and Current Approaches to Prejudice and Stereotyping

Allport, G. W. (1954). *The nature of prejudice*. Reading, MA: Addison-Welsey. (S, 1)

Devine, P. G. & Elliot, A. J. (1995). Are racial stereotypes really fading? The Princeton trilogy revisited. *Personality and Social Psychology Bulletin*, 22, 22-37. (S, 4)

Gaertner, S.L., & Dovidio, J.F. (1986). The aversive form of racism. In J.F. Dovidio & S.L. Gaertner (Eds.), *Prejudice, discrimination, and racism*. Orlando, FL: Academic Press. p. 61-89. (S, 16)

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

BLM, pp. 1-37

October 2: Unconscious Bias

ASSIGNMENT DUE: Before starting the reading for this week, visit <http://implicit.harvard.edu> and complete any two of the tests under the “Demonstration” side of the site. Jot your reactions down. Were you surprised by your findings? Why or why not?

ASSIGNMENT DUE: Weekly question

Banaji, M. R. (2001). Ordinary prejudice. *Psychological Science Agenda, American Psychological Association*, 14 (Jan-Feb), 8-11.

Correll, J. P., Park, B. Judd, C. M. & Wittenbrink, B. (2002). The police officer's dilemma: Using ethnicity to disambiguate potentially threatening individuals. *Journal of Personality and Social Psychology*, 83, 1314–1329.

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

Hugenberg, K. & Bodenhausen, G. V. (2003). Facing prejudice: Implicit prejudice and the perception of facial threat. *Psychological Science*, 14, 640-643.

BLM, pp. 38-78

October 9: NO CLASS – COLUMBUS DAY HOLIDAY

October 16: Cognitive Bases and Consequences of Prejudice and Stereotyping

ASSIGNMENT DUE: Weekly question

Tajfel, H. & Forgas, J. P. (1981). Social categorization: cognitions, values, and groups, *Social Cognition*, 113–140. (S, 2)

Eagly, A. & Steffens, V. (1984). Gender stereotypes stem from the distribution of women and men into social roles. *Journal of Personality and Social Psychology*, 46, 735-754. (S, 7)

Onishi, N. (2006, July 17). A tourist boat nudges women out of the driver's seat. *New York Times*.

Hamilton, D. & Gifford, R. (1976). Illusory correlation in interpersonal perception: A cognitive basis of stereotypic judgments. *Journal of Experimental Social Psychology*, 12, 392-407. (S, 8)

Blair, I. V., Judd, C., M. & Chapleau, K. M. (2004). The influence of Afrocentric features in criminal sentencing. *Psychological Science*, 16, 674-679.

BLM, pp. 79-121

October 23: Affective and Motivational Components in Prejudice and Stereotyping

ASSIGNMENT DUE: Weekly question

ASSIGNMENT DUE: Research proposal

- Fiske, S. T., Cuddy, A. J. C., & Glick, P. (2002). A model of (often mixed) stereotype content: Competence and warmth respectively follow from perceived status and competition. *Journal of Personality and Social Psychology*, 82, 878-902.
- Olsson, A., Ebert, J. E., Banaji, M. R., & Phelps, E. A. (in press). The role of social groups in the persistence of learned fear. *Science*.
- 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. (S, 9)
- Schmiel, J., Simon, L., Greenberg, J., Pyszczynski, T., Solomon, S., Waxmonsky, & Arndt, J. (1999). Stereotypes and terror management: Evidence that mortality salience enhances stereotypic thinking and preferences. *Journal of Personality and Social Psychology*, 77, 905-926.
- Sinclair, L. & Kunda, Z. (1999). Reactions to a Black professional: Motivated inhibition and activation of conflicting stereotypes. *Journal of Personality and Social Psychology*, 77, 885-904.
- BLM, pp. 122-164

October 30: Variability in Prejudice and Stereotyping

ASSIGNMENT DUE: Weekly question

- Pratto, F., Sidanius, J., Stallworth, L. M., & Malle, B. F. (1994). Social dominance orientation: a personality variable predicting social and political attitudes. *Journal of Personality and Social Psychology*, 67, 741-763. (S, 15)
- Jost, J.T., & Banaji, M.R. (1994). The role of stereotyping in system-justification and the production of false consciousness. *British Journal of Social Psychology*, 33, 1-27.
- Devine, P. G., Plant, E. A., Amodio, D. M., Harmon-Jones, E., & Vance, S. L. (2002). The regulation of implicit and explicit race bias: The role of motivations to respond without prejudice. *Journal of Personality and Social Psychology*, 82, 835-848.
- Levy, S. R. (1999). Reducing prejudice: Lessons from social-cognitive factors underlying perceiver differences in prejudice. *Journal of Social Issues*, 55, 745-755.
- BLM, pp. 165-200

November 6: IN-CLASS MIDTERM

November 13: The Target's Perspective:

ASSIGNMENT DUE: Weekly question

- Word, C. O., Zanna, M. P., & Cooper, J. (1974). The nonverbal mediation of self-fulfilling prophecies in interracial interaction. *Journal of Experimental Social Psychology*, 10, 109-120. (S, 12)
- Crocker, J., Voelkl, K., Testa, M., & Major, B. (1991). Social stigma: The affective consequences of attributional ambiguity. *Journal of Personality and Social Psychology*, 60, 218-228. (S, 20)
- Woodzicka, J. A. & LaFrance, M. (2001). Real versus imagined sexual harassment. *Journal of Social Issues*, 57, 15-30.

November 20: The Target's Perspective:

ASSIGNMENT DUE: Weekly question

ASSIGNMENT DUE: Short paper (DUE IN MY MAILBOX on WJH 15th Floor BY 5PM TUESDAY, NOVEMBER 21)

Most of you will have read the following article in Social Psychology or another class –skim it again and read the other assigned article. (If you haven't read it before, please read it carefully.) In addition, you will sign up to read an additional article on stereotype threat that you will present to the class.

- Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual performance of African-Americans. *Journal of Personality and Social Psychology*, 69, 797-811. (S, 21)
- Cohen, G. L., Garcia, J., Apfel, N., & Master, A. Reducing the racial achievement gap: A social-psychological intervention, *Science*, 313, 1307-1310.

November 27: Reducing Prejudice

ASSIGNMENT DUE: Weekly question

- Rudman, L. A., Ashmore, R. D., & Gary, M. L. (2001). "Unlearning" automatic biases: The malleability of implicit prejudice and stereotypes. *Journal of Personality and Social Psychology*, *81*, 856-868.
- Gaertner, S., Mann, J., Dovidio, J., Murrell, A., & Pomare, M. (1990). How does cooperation reduce intergroup bias? *Journal of Personality and Social Psychology*, *59*, 692-704. **(S, 24)**
- Tropp, L. R., & Pettigrew, T. F. (2005). Differential relationships between intergroup contact and affective and cognitive dimensions of prejudice. *Personality and Social Psychology Bulletin*, *31*, 1145-1158.

N.B. The following article is intended to help you prepare for your final paper:

Bem, D. J. (2004). Writing the empirical journal article. In Darley, J. M., Zanna, M. P., & Roediger III, H. L. (Eds.), *The Compleat Academic: A Career Guide* (2nd Ed.). Washington, DC: American Psychological Association.

December 4: Student Presentations

December 11: Student Presentations

December 18: Student Presentations

ASSIGNMENT DUE: Final paper

Weekly Questions

Beginning the second week of class, you will post weekly questions to the class website. You are also responsible for reading and considering all of your classmates' questions before class. Questions are intended to help you organize your thoughts, serve as a basis for class discussion, and allow you to get a sense of how your classmates approach the material. Think of your questions like Goldilocks – they shouldn't be too small ("The sample size wasn't big enough in Study 1") or too big ("What is prejudice, really?") but should be "just right" – somewhere in between.

Here are some questions that Psychologists ask when analyzing literature. They may be a starting point for generating questions:

- Are the hypotheses reasonable? Are they logical, given the literature reviewed?
- Do the methods of the study allow the author(s) to test the hypotheses outlined?
- Are the statistical analyses appropriate?
- Do the data support the inferences drawn in the article?
- Are there alternative explanations for the findings?
- Does anything you know (from other classes, other readings in this class, or being human) contradict or limit the theory or data in the article?
- Does the literature you've read suggest any new directions, or hypotheses, that research might take?

While these questions should be well thought-out and follow the basic rules of English grammar, they are not a formal writing assignment, and do not need to be in APA format. This is your chance to share the questions or thoughts you had while completing the reading and to direct class discussion toward the areas that most interest the class. Occasionally, you will spend the first fifteen minutes of class writing a response to one of the questions posed by you or your classmates. Your responses to these will count toward your total "question" grade.

Assignment: Stepping into Another Group

In *Black Like Me*, John Howard Griffin takes on the identity of a Black in the American South. For the current assignment, you will spend one day with some outward sign that denotes that you belong to a social group to which you don't actually belong. You can choose any group you wish except for gender. You will need to find some way to denote your membership in the group – it may be a hat, T-shirt, or other piece of clothing. Be creative with your choice, please take care to approach your 'transformation' with respect and care. You should also seek out a situation that departs from the expected norms of the group. For example, if you were interested in socioeconomic status, you may choose to shop at Nieman-Marcus while dressed rather shabbily. **IMPORTANT: YOUR BEHAVIOR SHOULD BE LEGAL AND SAFE, FOR YOU AND FOR OTHERS.**

In the paper, please describe the group that you have chosen and why. What means did you take to signify that you belonged to that group? Why did you choose this approach? Did you think it was believable? Briefly discuss any stereotypes or prejudice that you think are associated with that group, and explain the psychological processes that give rise to them.

Next, describe your experience. Focus both on how you felt, and how people reacted to you. Did you behave any differently as a member of that group? Describe if (and, if so, how) you were treated differently than you normally are, both in general and in the norm-expectancy situation that you chose.

Additional guidelines

- Be sure to connect your experience with the research on stereotyping and prejudice that we have read. How were your experiences consistent or inconsistent with existing data and theory?
 - Papers should be no more than five double-spaced pages of text that follows a separate Title Page that includes your name and paper title. Page numbers should be included in the top right-hand corner
 - Citations should be in APA style, and papers should include a Reference list
 - All papers should be carefully proofread for spelling and grammar before being turned in
 - Work independently on this paper
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Guidelines – Final Paper

In your final paper you will propose an experiment that tests a hypothesis related to stereotyping and prejudice. Your experiment *must* be a true experiment – at least one variable must be manipulated. The study should *not* be a correlational design (i.e., testing whether one variable is associated with another variable).

Your project can cover any topic in prejudice and stereotyping – it may be a focused look at something specific we’ve looked at in class (i.e., unconscious bias), or it may explore a topic not covered in the syllabus (i.e., the development of prejudice in children). In either case, you will be expected to complete additional research beyond the readings on the syllabus for your project.

Initial proposal. In this 2 page (double-spaced) proposal, you should present your study to the reader in a condensed way. Your proposal should address the following questions:

- What is your research question?
- Why is this an important area of research?
- What previous literature led you to your questions?
- How will you test your hypothesis?
- What are your predicted results?

Written paper. This paper will be written just like an empirical journal article, although the “Results” section will consist of “Predicted Results” rather than actual results. In the Introduction, provide the reader with a clear and logical Introduction to your study. The Introduction should review the literature relevant to your study, while leading up to your particular research question. Before you move onto the Method section, you should have clearly stated your study’s aims. You may find the QALMRI approach that you learned in Sophomore Tutorial useful here. The Method section should be detailed enough that a reader would actually be able to conduct your study. Include all materials (in Appendices if needed) that you would use in your study. The Results section should describe how you would analyze the data, and what the predicted results would be. In the Conclusion, restate your aims, and “findings.” How does your study answer your question, and what inferences can be drawn from this research?

Additional guidelines

- Papers should be between 13 and 16 double-spaced pages of text, plus a Title Page, Abstract, References, and Appendices. Page numbers should be included in the top right-hand corner
- The paper should follow APA style
- All papers should be carefully proofread for spelling and grammar before being turned in
- You must work independently on this paper
- The paper will be graded on the following criteria:

Clear statement of question	Your question should be easily identifiable to the reader. Moreover, it should remain the focal point of your argument. At the end of the paper, if someone asked a casual reader “What was the author’s point?” he or she should be able to answer.
“Thesis-like” quality of question.	The central question should: <ul style="list-style-type: none"> • Be the basis for your argument and proposed study • Be compelling • Provide evidence of originality of thought, and integration of the material beyond what we’ve discussed in class or covered in the readings
Evidence that there is empirical support for thesis	Your argument should be based on empirical evidence that comes from studies that are clearly described. The evidence to support your assertions should be clear. (If you make assumptions, be explicit that they are assumptions and that your argument rests on their validity.)
Logic of argument	Your argument should be clear and logical. An excellent paper will avoid sweeping generalizations, will be objective in considering evidence, and will carefully address counterarguments to the thesis. Ideas should progress linearly.
Study design	Your proposed study should be a good test of your hypothesis. It should be well-thought-out, and free of any major confounds or artifacts.
Overall writing style	Prose should be straightforward, clear, and easy to follow. Your paper should be well-organized and written for a professional audience. The paper should be carefully proofread before turning it in!
APA style.	The paper should follow APA format. In particular, in-text citations and your reference list should be accurate.

Oral presentation Finally, at the end of the semester you will share your research proposals with your classmates. In these 15-20 minutes presentations, you will describe your research question, and the study you’ve designed to test it. The presentation should be well-organized and engaging, and can use Powerpoint, interactive activities or other aids (but these are not required). More details will be available in class.