

Psychology 151: The Psychology of Stereotyping and Prejudice

General Course Information

Instructors:

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Course Time and Location:

Times: Tuesdays and Thursdays, 4:30 – 5:50

Location: COB 113

The Course

This course focuses on stereotyping, prejudice, and discrimination. As a course in psychology, the assumption is that these concepts are first and foremost *mental*: That is, they reside in and arise from attitudes and beliefs. Thus the science of stereotyping, prejudice, and discrimination is part of the science of the social mind, which has been studied primarily by the fields of social and developmental psychology. A central question for us will be why stereotyping and prejudice are pervasive aspects of our social world. Where do they come from? Why are we, as a species, so prone to them? What can we do about them? A mixed format of lectures, group work, and smaller group sections will enable us to consider these questions in depth, and to develop our own answers to them. In general, there will be one ‘heavy’ lecture a week, usually on Tuesday, with Thursday devoted to supplementary discussion and activities.

Required Work

Attendance and the completion of all reading are required, but are baseline expectations only. Failure to attend all classes, or evidence that you have not completed reading assignments, will result in a grade penalty (2% per class or reading assignment missed). Quality participation in class will help make the course exciting and engaging. In addition, students showing regular quality participation will earn extra credit such that, should they find themselves on the borderline between two final grades, they will be awarded the higher grade.

Participation in the psychology research study pool is also a requirement. You are required to participate in 3 hours of research study over the course of the semester (equivalent to 3 ‘credits’ in the system). To sign up for studies, you must have an

account in the SONA system and select PSY151 as your course so that your credits are properly assigned. Sign in or create an account here:

<http://ucmerced.sona-systems.com/>

If you do not want to participate in research studies, you may opt for completing an 8-10 page research paper on a topic approved by your TA. If you would like to pursue this option, you must notify your TA by February 29th. Failure to complete either the makeup assignment or the required research participation will result in a 5% grade penalty.

There is one required book for this course:

Berreby, D. (2005). *Us and Them: Understanding your Tribal Mind*. Little, Brown and Company.

Additional readings will be available through UC Merced's electronic document system, or will be posted to the course website.

The primary assignment for this class will be the production of a *writing portfolio* in which you will complete assignments asking you to reflect on the research base and its implications for real-world phenomena, and the completion of 4 quizzes and one final exam. Your final grade will depend primarily on your work on this portfolio and your performance on the quizzes. Some of the portfolio assignments have a specific due date and will be evaluated at that time (see below); others must be completed by the final portfolio due date and will not be evaluated until then. The journal assignments are listed below:

- (1) **Newspaper analysis** (DEADLINE: 2/28). Find a newspaper or magazine article (*not* an empirical research journal) related to stereotyping, prejudice, or discrimination in a *current* source (i.e. one that does not predate the beginning of this course). Using this article as your foundation, write a short analysis (no more than 2 single spaced pages) of the article. You should begin by summarizing the main points, and then, in your analysis, highlight the *psychological* themes in the article and directly relate them to course materials. You should plan on directly citing at least one empirical research finding we have discussed, and clearly state how that finding relates to the theme of the newspaper article. Be sure to include a copy of the article or a link to its online source.
- (2) **Implicit bias activity** (DEADLINE: 3/6). Take at least 3 Implicit Association Tests (IATs) at implicit.harvard.edu, and produce a response paper. This paper should be a maximum of 2 single spaced pages, and should: Identify the IATs you took and then focus on at least one of them, describing your experience. It will be appropriate to address questions like: What do you think the result means? What doesn't it mean? Do you agree with the feedback you were given, and why or why not? Could you tell if you were exhibiting bias? How do you think the test works? Please note that you do not have to disclose any specific result or feedback you received, though you may if you feel comfortable doing so.
- (3) **Freewrite revisions (2)**. During the course of the semester, we will do 5-6 freewrite activities in class. For your portfolio, you will choose any 2 and revise

them and include them in your portfolio. Your goal will be to tighten and focus your argument or further develop the ideas included in them. You will be evaluated on the clarity of your writing and the insight in your ideas. Each final paper should be no more than 2 single-spaced pages.

- (4) **Media stereotypes data collection and write-up.** In this assignment, you will work in groups to produce data on the prevalence of race or gender stereotypes in the media. More details will be provided, but at the conclusion of your project, you will provide a write-up of your findings and their social implications. This paper should be no more than 3 pages, single-spaced, and should: Summarize the goals of your project; summarize the methods you used to collect data; summarize the results; and provide a cohesive argument as the implications of these data for our understanding of social stereotyping in the real world.
- (5) **Address to humanity** (DEADLINE: 5/1). What if you stood before the United Nations, with TV cameras in front of you and translators at the ready? What words of wisdom would you have to share on the topic of prejudice? As a capstone assignment for this course, I would like you to write a 2 page typed, single-spaced paper on the topic of stereotyping, prejudice, and/or discrimination. This paper should: (1) draw upon what you have learned during the semester, (2) show your capacity to think independently, deeply, and creatively by going beyond simple summaries of course material, and (3) be designed to have a lasting effect on your listeners– to change their thoughts or behavior. You should write your paper in the form of a speech (though due to class size, not all students will have the opportunity to read their speech to class). Thanks to A. Karpinski for this assignment.

At the end of the course, you must turn in the entire journal, bound in a binder or other form of notebook, clearly identified with your name. All assignments must be included. You may also, at this final submission, take the opportunity to revise *any one* assignment you completed during the academic year and in which you were unhappy with your grade. Should you do so, your new grade, should you improve, will replace the old grade on that assignment. If you take advantage of this opportunity for revision, include a memo stating which assignment you revised as the first page of your portfolio.

Grading Breakdown

Portfolio: 50%

Quizzes: 7.5% x 4 quizzes = 30%

Final Exam: 20%

Class Schedule

Tuesday, January 22nd

Course Introduction.

Readings: None

Thursday, January 24th

Background Concepts I: Categorization

Readings: *Us and Them*, Introduction (pp. 1-13) and Chapter 4 (pp. 64-92).

Tuesday January 29th

From Categorization to Social Categorization

Readings: *Us and Them*, Chapters 1 and 2 (pp. 14-45)

Thursday, January 31st

Implications of Social Categorization

Readings: (1) Cialdini, R.B., et al. (1976). Basking in reflected glory. *Journal of Personality and Social Psychology*, 34(3), 366-375. (2) Rosenhan, D.L. (1973). On being sane in insane places. *Science*, 179 (70), 250-258. (3) Read and watch the complete slideshow and associated videos at <http://www.prisonexp.org/>

In-Class: Freewrite and group work on this quote from *Us and Them*: ‘Human-kind thinking is an absolute requirement for being human’.

Tuesday, February 5th

Background Concepts II: Statistics for Beginners.

Readings: *Us and Them*, Chapter 3 (pp. 46-63). Light reading for this class, and no class on Thursday--but *a lot* of reading for next class, so I suggest getting a head start!

Thursday, February 7th No Class Today

No Class on Thursday, February 7th

Tuesday, February 12th

Background Concepts III: Ordinary personology.

Readings: Gilbert, D. T. (1998). Ordinary personology. In D. T. Gilbert, S. T., Fiske, & G. Lindzey, (Eds.) *The handbook of social psychology* (4th edition). New York: McGraw Hill.

Thursday, February 14th

Personology activities

Readings: (1) *Us and Them*, Chapter 5 (pp. 93-116). (2) Todorov, A., et al. (2005). Inferences of competence from faces predict election outcomes. *Science*, 308, 1623-1626.

Tuesday, February 19th

Early Approaches to the Psychology of Prejudice

In-Class: QUIZ 1.

Readings: (1) Clark, K.B. & Clark, M.K. (1939). The development of consciousness of self and the emergence of racial identification in negro preschool children. *Psychological Bulletin*, 10, 591-599; available [here](#). (2) Allport, G.W. (1954). *The Nature of Prejudice*. Reading: Addison-Wesley.

Thursday, February 21st

Modern Theories of Prejudice

Readings: (1) McConahay, J. B., et al. (1981). Has racism declined in America? It depends on who is asking and what is asked. *Journal of Conflict Resolution*, 25(4), 563-

579. (2) Gaertner, S.L., and J.F. Dovidio. 1986. The aversive form of racism. In: J.F. Dovidio and S.L. Gaertner (Eds.), *Prejudice, Discrimination and Racism: Theory and Research*. Orlando, FL: Academic Press, pp. 61-89.

In-Class: Freewrite on which theory of prejudice resonates most powerfully with you and why.

Tuesday, February 26th

Movie Day: A Class Divided

Readings: None

In-Class: Freewrite on your reaction to the film. What does it tell us about the origins of stereotyping and prejudice?

Thursday, February 28th

How bad is it now? Discrimination in today's America

Readings: (1) Bertrand, M. & Mullainathan, S. (2004). Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination. (2) Read [this](#) and be prepared to summarize wage disparities by race and gender. (3) Read either [this](#) on discrimination in housing, or [this](#) on discrimination in healthcare and be prepared to summarize.

In-Class: Newspaper analysis portfolio assignment due.

Tuesday, March 4th

Background Concepts IV: Explicit and Implicit Cognition.

Readings: (1) *Us and Them*, Chapter 6 (pp. 117-140). (2) Dovidio, J.F., et al. (2002). Implicit and explicit prejudice and interracial interaction. *Journal of Personality and Social Psychology*, 82(1), 62-68.

Thursday, March 6th

Further Consequences of Implicit Bias

Readings: (1) Bargh, J.A., et al. (1996). Automaticity of social behavior: Direct effects of trait construct and stereotype activation on action. *Journal of Personality and Social Psychology*, 71(2), 230-244. (2) Gilbert, D.T. & Hixon, J.G. (1991). The trouble of thinking: Activation and application of stereotypic beliefs. *Journal of Personality and Social Psychology*, 60(4), 509-517.

In-Class: Implicit bias activity due; group work on implicit versus explicit bias.

Tuesday, March 11th

Stereotyping: Errors vs. Kernels of Truth

Readings: Ottati, V. & Lee, Y. (1995) Accuracy: A neglected component of stereotype research. In Y. Lee, L. Jussim, & C.R. McCauley (Eds.), *Stereotype Accuracy: Toward Appreciating Group Differences* (29-59), Washington, D.C.: American Psychological Association.

Thursday, March 13th

Stereotyping Activity

Readings: Dixon, T.L. & Azocar, C.L. (2007). Priming crime and activating Blackness. *Journal of Communication*, 57, 229-253.

In-Class: QUIZ 2. First meeting of media stereotypes groups.

Tuesday, March 18th

The Trouble with Stereotypes: Sub-typing and confirmation biases

Readings: Sinclair, L. & Kunda, Z. (2000). Motivated stereotyping of women: She's fine if she praised me but incompetent if she criticized me. *Personality and Social Psychology Bulletin*, 26(11), 1329-1342.

Thursday, March 20th

The Trouble with Stereotypes: Suppression and Rebounding

Readings: (1) Macrae, C. N. et al. (1994). Out of mind but back in sight: Stereotypes on the rebound. *Journal of Personality and Social Psychology*, 67(5), 808-817. (2) 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.

In-Class: Freewrite on the ability to control stereotyping. Second meeting of media stereotype groups.

Tuesday, April 1st

From Thinking to Doing: Emotion Perception & Shooter Bias

Readings: (1) Correl, J., et al. (2002). The police officer's dilemma: Using ethnicity to disambiguate potentially threatening individuals. *Journal of Personality and Social Psychology*, 83(6), 1314-1329. (2) Peruche, B. M., & Plant, E. A. (2006). The correlates of law enforcement officers' automatic and controlled race-based responses to criminal suspects. *Basic and Applied Social Psychology*, 28, 193 – 199.

Thursday, April 3rd

From Thinking to Doing Follow-up Activities

Readings: (1) Hugenberg, K., & Bodenhausen, G. V. (2003). Facing prejudice: Implicit prejudice and the perception of facial threat. *Psychological Science*, 14(6), 640-643. (2) Hugenberg, K., & Bodenhausen, G. V. (2004). Ambiguity in social categorization: The role of prejudice and facial affect in race categorization. *Psychological Science*, 15(5), 342-345.

Tuesday, April 8th

What about the target of prejudice? The Threat of Stereotypes.

Readings: (1) Steele, C.M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52(6), 613-629. (2) Shih, M., et al. (1999). Stereotype susceptibility: Identity salience and shifts in quantitative performance. *Psychological Science*, 10(1), 80-83.

Thursday, April 10th

Target of Prejudice activities

Readings: TBA

In-Class: Freewrite and group work on being the target of discrimination. Final meeting of media stereotypes group.

Tuesday, April 15th

Where does it come from? The Development of Stereotyping and Prejudice

Readings: TBA

Thursday, April 17th

Development Activities

Readings: TBA

In-Class: Freewrite on the origins of bias.

Tuesday, April 22nd

A Modern Research Program

Readings: Dunham, Y., Baron, A.S., & Banaji, M.R. (2006). From American city to Japanese village: A cross-cultural investigation of implicit race attitudes. *Child Development* 77(5), 1268-1281.

Thursday, April 24th

Readings: None.

In-Class: *Contributing to Science*

Tuesday, April 29th

Reducing Bias: Contact

Readings: TBA

Thursday, May 1st

Reducing Bias: Motivation

Readings: TBA

In-Class: Address to Humanity portfolio assignment due. Freewrite on the best ways to reduce bias.

Tuesday, May 6th

Address to Humanity Speech Presentations

Readings: None

Thursday, May 8th

Last Class: Exam review w/ Jason

Readings: None

Friday, May 16th: PORTFOLIO'S DUE TO JASON EMORY by 5PM (NO EXCEPTIONS)