

Psychology S3610
The Psychology of Stereotyping and Prejudice
Summer 2005
Jasia Pietrzak
<pietrzak@paradox.psych.columbia.edu>

I. BULLETIN DESCRIPTION

PSYC S3610D The Psychology of Stereotyping and Prejudice.
3 pts. TuTh 1 - 4:10 PM Room 405 Schermerhorn Hall
Summer Session I May 23 - July 1, 2005

Prerequisite: An introductory psychology course, or the instructor's permission.
A review of current research on intergroup perceptions, attitudes, and behavior.
Emphasis on cognitive processes underlying stereotyping and prejudice.

II. A FULL DESCRIPTION OF THE CONTENT OF THE COURSE

The seminar will review classic and current literature from experimental social psychology pertaining to stereotyping and prejudice. Issues that will be covered include the functions and costs of stereotyping, the formation and maintenance of stereotypes, and stereotype change. Recent research concerning the role of cognitive processes in intergroup perception will be emphasized.

Students in this course will critically examine both classic and contemporary research on stereotyping and prejudice, with particular attention to how approaches to this kind of research have changed over the past 20 years. Class discussions will focus on what stereotypes are, how they develop and are perpetuated, what their consequences are – both for the stero typer and for his/her target. We will consider the theoretical distinction between stereotypes and prejudice and discuss whether this distinction has meaning in real life. From there, we will consider how prejudice is studied and evidenced in today's politically-correct environment, and how one attempt at a "solution" to prejudice (affirmative action) has turned out. The course will conclude with an exercise developed to help students respond to others' use of stereotyping and prejudice – whether they themselves are targets or not.

Students will be expected to read assigned readings critically and write discussion questions for each class, as well as three reaction papers, which are intended to give students the opportunity to relate what they learn to their lives outside of the classroom. These papers, as well as their final paper, will give students a chance to plot the progress of their views from the beginning of the course to its end. Students will take turns leading class discussions, which will provide them with practice at facilitating discussion on sometimes controversial topics.

III. THE RATIONALE FOR GIVING THE COURSE

The state of our knowledge in stereotypes and prejudice is continually changing and evolving. This course will give students an up-to-date look at the many aspects of research on stereotyping and prejudice. It is a natural extension of introductory courses in social psychology, and a good introduction to further study of the causes and consequences of intergroup conflict. Issues surrounding intergroup contact have been gaining importance in the United States for decades, with the continuing influx of immigrants, and ever increasing minority groups. Appreciating the psychological mechanisms behind stereotypes, prejudice, and other aspects of intergroup strife can aid us in developing a deeper understanding of the barriers to peaceful coexistence of various social groups. This in turn can aid us in breaking those barriers down. The course may be of particular interest to students interested in intergroup relations.

PSYC S3610 is an advanced seminar, designed particularly for undergraduates who are majoring in Psychology, and for students participating in the Postbac Psychology Program. It fulfills the following degree requirements at Columbia:

- For the Psychology major or concentration in the College and in G. S., for the Psychology minor in Engineering, and for the Psychology Post-bac, S3610 meets the Group III (Social, Personality, and Abnormal) distribution requirement.
- W3610 will meet the social science requirement of GS, provided that students obtain the necessary permissions and have taken the prerequisite psychology course. For instance, a student who has completed PSYC 1001 (The Science of Psychology) or PSYC 1010 (Mind, Brain, and Behavior), would be able to use 3610 for the GS social science requirement.
- For the Barnard Psychology major, PSYC W3215 might fulfill the senior seminar requirement, depending on the length of the final paper.

IV. Discussion Topics and Readings

Note: *This schedule is tentative and may change as the term proceeds. It is your responsibility to keep up with the course assignments and any changes that may be made. This is the "ambitious" version of the reading list; not all readings from it will be required.*

Class 1 Introduction & course overview

How are prejudice and stereotypes related?

In this first session, students will create a baseline record of their attitudes toward prejudice and discrimination

no readings

Class 2 Theories on the origin of stereotypes: How do stereotypes develop?

- Hamilton, D. L., & Gifford, R. K. (1976). Illusory correlation in interpersonal perception: A cognitive basis of stereotypic judgments. *Journal of Experimental Social Psychology, 12*, 392-407.
- Cameron, J. A., Alvarez, J. M., Ruble, D. N., & Fuligni, A. J. (2001). Children's lay theories about ingroups and outgroups: Reconceptualizing research on prejudice. *Personality and Social Psychology Review, 5*, 118-128.
- Anastasio, P. A., Rose, K. C., & Chapman, J. (1999). Can the media create public opinion? A social identity approach. *Current Directions in Psychological Science, 8*(5), 152-155.
- Larson, M. S. (2001). Interactions, activities and gender in children's television commercials: A content analysis. *Journal of Broadcasting & Electronic Media, 45*, 41-56.
- Plous, S., & Williams, T. (1995). Racial stereotypes from the days of American slavery: A continuing legacy. *Journal of Applied Social Psychology, 25*, 795-817.

Class 3 Theories on the nature of stereotypes

- Paul, A. M. (1998, May/June). Where bias begins: The truth about stereotypes. *Psychology Today*, pp. 52-55, 82.
- Hilton, J. L., & Von Hippel, W. (1996). Stereotypes. *Annual Review of Psychology, 47*, 237-271.
- Ashmore, R. D., & Del Boca, F. K. (1981b). Conceptual approaches to stereotypes and stereotyping. In D. L. Hamilton (Ed.), *Cognitive processes in stereotyping and intergroup behavior*. (pp. 1-35). Hillsdale, NJ: Erlbaum.

Class 4 What are the costs of stereotyping to the stereotyped?

- Steele, C. M. (1999). Thin ice: "Stereotype threat" and black college students. *Atlantic Monthly*, pp. 44-47, 50-54.
- Inzlicht, M., & Ben-Zeev, T. (2000). A threatening intellectual environment: Why females are susceptible to experiencing problem-solving deficits in the presence of males. *Psychological Science, 11*, 365-370.

- Cheryan, S., & Bodenhausen, G. V. (2000). When positive stereotypes threaten intellectual performance: The psychological hazards of "model minority" status. *Psychological Science, 11*, 399-402.
- Kaiser, C. R., & Miller, C. T. (2001). Stop complaining! The social costs of making attributions to discrimination. *Personality and Social Psychology Bulletin, 27*, 254-263.

Class 5 Self-fulfilling prophecies

- Rosenthal, R., & Jacobson, L. E. (1968). Teacher expectations for the disadvantaged. *Scientific American, 218*.
- 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.
- Cose, E. (1994, October 24). Color-coordinated 'truths': When black internalize the white stereotype of inferiority. *Newsweek*, p. 62.
- Snyder, M., & Haugen, J. A. (1995). Why does behavioral confirmation occur? A functional perspective on the role of the target. *Personality and Social Psychology Bulletin, 21*, 963-974.
- Chapman, G., & McCauley, C. (1993). Early career achievements of National Science Foundation Graduate Fellows and Honorable Mentions. Is Pygmalion at work on NSF winners? *Journal of Applied Psychology, 78*, 815-820.

Class 6 What are the benefits of stereotyping?

- McCrae, C. N., Milne, A. B., & Bodenhausen, G. V. (1994). Stereotypes as energy-saving devices: A peek inside the cognitive toolbox. *Journal of Personality and Social Psychology, 66*, 37-47.
- 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.
- Jost, J.T., & Hunyady, O. (2002). The psychology of system justification and the palliative function of ideology. *European Review of Social Psychology, 13*, 111-153.

Class 7 Are stereotypes changeable?

- Macrae, C. N., Bodenhausen, G. V., Milne, A. B., & Jetten, J. (1994). Out of mind but back in sight: Stereotypes on the rebound. *Journal of Personality and Social Psychology, 67*, 808-817.
- Kunda, Z., & Oleson, K. C. (1997). When exceptions prove the rule: How extremity of deviance determines the impact of deviant examples on stereotypes. *Journal of Personality & Social Psychology, 72*(5), 965-979.
- Dovidio, J. F., & Gaertner, S. L. (1999). Reducing prejudice: Combating intergroup biases. *Current Directions in Psychological Science, 8*, 101-105.
- Gaertner, S. L., Dovidio, J. F., Banker, B. S., Houlette, M., Johnson, K. M., & McGlynn, E. A. (2000). Reducing intergroup conflict: From superordinate goals to decategorization, recategorization, and mutual differentiation. *Group Dynamics: Theory, Research, and Practice, 4*, 98-114.

Class 8 Is prejudice inevitable?

- Lepore, L. & Brown, R. (1997). Category and stereotype activation: Is prejudice inevitable? *Journal of Personality and Social Psychology, 72*, 275-287.
- Moskowitz, G.B., Gollwitzer, P.M., Wasel, W., Schaal, B. (1999). Preconscious control of stereotype activation through chronic egalitarian goals. *Journal of Personality and Social Psychology, 77*, 167-184.

Class 9 The changing nature of prejudice

- Stroebe, W., & Insko, C. A. (1989). Stereotype, prejudice, and discrimination: Changing conceptions in theory and research. In D. Bar-Tal, C. F. Graumann, A. W. Kruglanski, & W. Stroebe (Eds.), *Stereotyping and prejudice*. (pp. 3-34). Berlin: Springer.
- Rudman, L. A., & Glick, P. (1999). Feminized management and backlash toward agentic women: The hidden costs to women of a kinder, gentler image of middle managers. *Journal of Personality and Social Psychology, 77*, 1004-1010.

Class 10 Measuring stereotypes, measuring prejudice

- Devine, P. G., & Elliot, A. J. (1995). Are racial stereotypes really fading? The Princeton trilogy revisited. *Personality & Social Psychology Bulletin*, 21, 1139-1150.
- Dovidio, J. F., Evans, N., & Tyler, R. B. (1986). Racial stereotypes: The contents of their cognitive representations. *Journal of Experimental Social Psychology*, 22, 22-37.
- Dovidio, J. F., & Gaertner, S. L. (2000). Aversive racism and selection decisions: 1989 and 1999. *Psychological Science*, 11, 315-319.
- Lepore, L., & Brown, R. (1997). Category and stereotype activation: Is prejudice inevitable? *Journal of Personality and Social Psychology*, 72, 275–287.

Class 11 Affirmative action

- Plous, S. (1996). Ten myths about affirmative action. *Journal of Social Issues*, 52, 25-3
- Heilman, M. E.; & Alcott, V. B. (2001). What I think you think of me: Women's reactions to being viewed as beneficiaries of preferential selection. *Journal of Applied Psychology*, 86, 574-582

Class 12 Addressing the problem: What can we do?

- Plous, S. (2000). Responding to overt displays of prejudice: A role-playing exercise. *Teaching of Psychology*, 27, 198-200.

V. COURSE REQUIREMENTS**Course requirements & grading**

Class participation (when not facilitating)	10%
Discussion questions	20%
Discussion facilitation	20%
Reaction pieces	30%
Portfolio & final paper	20%

Class participation

Because the seminar relies heavily on discussion, attendance is essential. Punctuality will be factored into your participation grade. The value of our seminar depends on what you bring to it: each member of the class is personally responsible for the quality of our time together. To participate fully: (1) complete all readings before we meet; (2) come up good discussion questions; (3) contribute to group discussion; (4) help create an atmosphere where everyone can comfortably share their opinions. Quality of participation is weighted much more heavily than quantity. *Half of your class participation grade will be determined by the instructor, and the other half will be peer-reviewed.*

Discussion questions

Participants must read each week's set of readings prior to the class meeting. For each of the readings, participants should submit a set of discussion questions or comments (at least one per reading). Post them on Courseworks no later than 10 p.m. on the Monday preceding the class meeting. This due date will give the discussion leaders time to organize their plans for the discussion, taking into account the questions and issues raised by the other participants. Your questions must reflect thoughtful analysis of the issues presented in the readings and should be neither overly general and vague (e.g., "What is prejudice, really?") nor limited to small or generic details (e.g., "Did they have adequate statistical power in that study?").

Examples of good questions include questions addressing critical features of presented theories or studies (including critiques), questions addressing the relationships between different readings (within or between different class meetings), questions regarding the implications of the readings for real world issues or other issues in social psychology, or questions proposing novel theories or insights. This is not a comprehensive listing of all possible good question types. Most important is that the questions reflect

thoughtful analysis of the assigned reading and are capable of generating discussion. Feel free to use this forum to think out loud.

Discussion facilitation

Once or twice during the course, students will share in the responsibility of facilitating discussion. Each student will need to determine how best to accomplish this given the particular readings for the session. As facilitator, it is not necessarily your responsibility to explain the readings to others or review the important points of each paper. Instead, your job is to provide some framework that seems sensible for discussing the topic. Perhaps you might present an initial framework at the beginning of class (on the board or via overhead) to highlight common (or divergent) themes that run throughout the readings. There are no right or wrong ways to do this. However, every week's discussion must include both discussion of broad theoretical concerns as well as analysis of specific experiments. The final period of each discussion should focus on identifying issues for future research, including brainstorming about possible experiments that could be done to address these issues. The goal is to provide structure and direction for fellow students during discussion. On the day you are to facilitate, submit an outline (one page) of your presentation to the class (note: make enough copies for the entire class), including some of the questions that were raised by the readings. A given week's discussion leader is not required to turn in separate discussion questions, though it would be strange if s/he didn't come up with any while preparing.

Reaction pieces

To give students a chance to think more personally about the issues raised in class, students will be required to write three short reaction pieces. These reaction pieces should be approximately 500 words in length and may include questions, criticisms, implications, comparisons, personal reactions, etc. They should touch on all of the readings assigned for a given class. This is the place to make creative connections between the course material and daily life. Have you seen the seeds of prejudice at work? How do the readings apply to you or to situations you might have experienced? What new questions, ideas, or testable hypotheses does the research raise? Can you apply these new insights to previous topics covered in the course? Students are free to choose which topics to react to, but must hand in their reaction pieces no later than the class following the topic of reaction.

Portfolio & final paper

At the end of the course, students will assemble their 'first impressions' paper, their reaction pieces, and a final paper into a portfolio, to be turned in the last class day. In the final paper, you are free to choose any topic that shows insightful thinking about stereotypes and prejudice. It can be a closer investigation of a topic covered in class, or an aspect of the field that we did not touch on (if you have doubts about the appropriateness of a topic, you should talk to me before the proposal is due!). This paper should include question(s) you wish to address and a survey of relevant literature (including a discussion of research design and findings, as well as implications). Papers should be approximately 5-6 pages (excluding references), 10-point (Arial or Courier) or 12-point (Times or Times New Roman) font, double-spaced, with 1-inch margins. Papers should incorporate at least 3 new sources, which may include empirical or review articles from academic psychology journals & chapters from edited volumes. Proposals (topic choice and reference list) are due in class June 15, and will constitute 5% of the paper grade. Final papers are due in class on June 29.