

Advanced Topics in Social Psychology: Stereotypes and Prejudice (PSYC 4606, section 2)
http://psych.colorado.edu/~iblair/4606/Class_homepage.html
Spring 2003

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Office Hours: Monday, 2:00 – 4:00 PM

Class Meetings: Wednesday, 3:00 – 5:30 PM, MUEN E118

Objectives:

This course is designed to provide you with the theoretical and research tools necessary for an analysis of stereotypes and prejudice. You will be expected to, (a) develop an understanding of relevant theories and empirical findings in the field, and (b) critically evaluate and apply that knowledge in a variety of social contexts.

Requirements:

Active Class Participation (10%)

Although I may spend some time at the beginning of each class going over some background material, part of each class will be dedicated to critical discussion of that week's topic. Your active participation in each class is therefore critical. I will record a participation grade for everyone each week, and this will factor into your final grade. Also because this class will be run as a seminar (NOT a lecture course), failure to contribute to the discussion will result in a really long and boring class! You therefore need to read all assignments carefully and come prepared for discussion. You should also bring copies of the readings and your notes to class each week.

Projects and Written Responses (40%)

Two times during the semester, you will complete a small project, accompanied by a typed report (apx. 2 pages, double-spaced). These projects are designed to make the course material more concrete and meaningful. These projects will be due in class. On the day that a project is due, you will give a brief oral report to the class. Additional instructions will be given in class.

For two additional classes, you will turn in a 2-page typed (double-spaced) response to the readings for that day. The purpose of these papers is to critically evaluate and reflect on the week's readings. Do not just summarize the articles. Instead, comment on something you found interesting. For example, you may discuss how the current topic relates to something you learned in another class; you may pose additional questions that you would address in this type of research; you may raise criticisms or questions of the research; you may provide a personal example of the theory or concept; or you may reflect on how the research made you think about yourself or other people. These papers must be turned in by 10:00 AM on the Weds morning before class (this will give me time to read them before class). No late papers will be accepted. You can either put your papers in my box in the psychology main office (MUEN D244), or email them to me.

Your projects and responses will be graded in the following manner: ✓ = met expectations, ✓+ = exceeded expectations, ✓- = fell below expectations.

Exams (50%)

There will be two exams, a midterm and a final. These exams will include a mixture of multiple choice and short answer questions regarding course material (readings, lectures, & activities). There are NO MAKE-UP EXAMS, except in the case of a documented medical emergency, a university sponsored event, or a conflict with religious observance. If you cannot take an exam on the scheduled day due to a university or religious conflict, you need to let me know at least three weeks prior to the exam.

Grading:

Your performance will be graded in each of the above areas and your final grade will be determined according to the following standards:

- A = Exceeded expectations
- B = Met expectations
- C = Fell below expectations
- D = Demonstrated only a minimum level of knowledge and skill
- F = Lacked a minimum level of knowledge and skill

Note:

If you have specific physical, psychiatric, or learning disabilities and require accommodations, please let me know within the first two weeks of the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability from the Disability Services Office in Willard 322, (303) 492-8671.

Required Textbook

- Stangor, C. (2000). *Key Readings in Social Psychology: Stereotypes and prejudice*. Levittown, PA: Psychology Press.
- All other articles and chapters are on electronic reserve, unless I tell you otherwise.

CLASS TOPICS AND READINGS

Jan. 15 Introduction to the Course, Definitions, and the Current State of Affairs

Film: True Colors (1991)

Appendix: How to read a journal article in social psychology (pp. 457-466)

Jan. 22 Classic Approaches to Understanding Prejudice

Reading 1: Allport, G. W. (1954/ 1988). *The nature of prejudice*, ch. 1 – 4.

Tajfel, H. & Turner, J. (1986/ 2000). The social identity theory of intergroup behavior. Excerpted in K. Keough & J. Garcia (2000). *Social psychology of gender, race and ethnicity*. McGraw-Hill.

Jan. 29 Contemporary Approaches to Understanding Prejudice

Reading 16: Gaertner, S. L., & Dovidio, J. F., (1986). The aversive form of racism.

McConahay, J., Hardee, B., & Batts, V. (1981). Has racism declined in America? It depends on who is asking and what is asked. *Journal of Conflict Resolution*, 25, 563-579.

Reading 4: Devine, P. G., & Elliott, A. J. (1995). Are racial stereotypes *really* fading?

Feb. 5 Stereotype Development

Reading 7: Eagly, A. H., & Steffen, V. J. (1984). Gender stereotypes stem from the distribution of women and men into social roles.

Diekmann, A. B., & Eagly, A. H. (2000). Stereotypes as dynamic constructs: Women and men of the past, present, and future. *Personality and Social Psychology Bulletin*, 26, 1171-1188.

Reading 8: Hamilton, D. L., & Gifford, R. K. (1976). Illusory correlation in interpersonal perception: A cognitive basis of stereotypic judgments.

Feb. 12 Conditions that Influence Stereotyping

Film: Eye of the Storm

Reading 9: Fein, S., & Spencer, S. J. (1997). Prejudice as self-image maintenance: Affirming the self through derogating others.

Reading 11: Darley, J. M., & Gross, P. H. (1983). A hypothesis-confirming bias in labeling effects.

Reading 14: Bodenhausen, G. V. (1990). Stereotypes as judgmental heuristics: evidence of circadian variations in discrimination.

Feb. 19 Implicit Processes in Stereotyping and Prejudice

Blair, I. V. (2001). Implicit stereotypes and prejudice. In G. B. Moskowitz (Ed.), *Cognitive social psychology: The Princeton symposium on the legacy and future of social cognition* (pp. 359 – 374). Mahwah, NJ: Erlbaum.

Nosek, B. A., Mahzarin, B., & G., G. A. (2002). Harvesting implicit group attitudes and beliefs from a demonstration web site. *Group Dynamics*, 6, 101-115.

Dovidio, J. F., Kawakami, K., & Gaertner, S. L. (2002). Implicit and explicit prejudice and interracial interaction. *Journal of Personality and Social Psychology*, 82, 62 – 68.

Feb. 26 FILM ANALYSIS: Racism 101 / The Color of Fear

Mar. 5 MIDTERM EXAM

Mar. 12 The Impact of Stereotypes and Prejudice

Reading 12: Word, C. O., Zanna, M. P., & Cooper, J. (1974). The nonverbal mediation of self-fulfilling prophecies in interracial interaction.

Reading 20: Crocker, J., Voelkl, K., Testa, M., & Major, B. (1991). Social stigma: The affective consequences of attributional ambiguity.

Swim, J. K., Hyers, L. L., Cohen, L. L., Ferguson, M. J. (2001). Everyday sexism: Evidence for its incidence, nature, and psychological impact from three daily diary studies. *Journal of Social Issues*, 57, 31 – 54.

Mar. 19 Stereotype Threat

Reading 21: Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans.

Fredrickson, B., Roberts, T., Noll, S. M., Quinn, D. M., & Twenge, J. M. (1998). That swimsuit becomes you: Sex differences in self-objectification, restrained eating, and math performance. *Journal of Personality and Social Psychology*, 75, 269 – 284.

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, 365-371.

Mar. 26 SPRING BREAK, NO CLASS MEETING

Apr. 2 Race and Potential Biases in the Criminal Justice System

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

Sidanius, J., Levin, S., & Pratto, F. (1998). Hierarchical group relations, institutional terror, and the dynamics of the criminal justice system. In J. L. Eberhardt and S. T. Fiske (Eds), *Confronting racism: The problem and the response* (pp. 136 – 165). Thousand Oaks, CA: Sage Publications.

Apr. 9 Hate Crimes

Film: Donahue: Raising kids to be racists

Green, D., Strolovitch, D., and Wong, J. (1998). Defended neighborhoods, integration, and racially motivated crime. *American Journal of Sociology*, 104, 372-403.

Glaser, J., Dixit, S., & Green, D. P. (2002). Studying hate crime with the Internet: What makes racists advocate racial violence. *Journal of Social Issues*, 58, 177-193.

Herek, G. M., Cogan, J. C., & Gillis, J. R. (2002). Victim experiences in hate crimes based on sexual orientation. *Journal of Social Issues*, 58, 319 – 339.

Apr. 16 Improving Intergroup Relations

Reading 22: Hewstone, M. (1996). Contact and categorization: Social psychological interventions to change intergroup relations.

Pettigrew, T. F., & Tropp, L. R. (2000). Does intergroup contact reduce prejudice? Recent meta-analytic findings. In S. Oskamp (Ed.), *Reducing prejudice and discrimination* (pp. 93 – 114). Mahwah, NJ: Erlbaum.

Reading 24: Gaertner, S. L., Mann, J. A., Dovidio, J. F., Murrell, A. J., & Pomare, M. (1990). How does cooperation reduce intergroup bias?

Apr. 23 Monteith, M. J. (1993). Self-regulation of prejudiced responses: Implications for progress in prejudice reduction efforts. *Journal of Personality and Social Psychology*, 65, 469-485.

Monteith, M. J., Sherman, J. W., & Devine, P. G. (1998). Suppression as a Stereotype Control Strategy. *Personality & Social Psychology Review*, 2, 63 – 83.

Blanchard, F. A., Crandall, C. S., Brigham, J. C., & Vaughn, L. A. (1994). Condemning and condoning racism: A social context approach to interracial settings. *Journal of Applied Psychology*, 79, 993 – 997.

Apr. 30 Film Analysis: Why Can't We Live Together?

May 3 FINAL EXAM, 7:30 – 10:00 PM