

THE UNIVERSITY OF WESTERN ONTARIO
LONDON, CANADA
Department of Psychology
2009 – 2010

Psychology 4790F (formerly 478F) Section 001
Special Topics in Social Psychology

“Prejudice, Stereotyping, and Discrimination”

1.0 CALENDAR DESCRIPTION

Selected topics of current interest in Social Psychology. Prerequisite: Registration in third or fourth year Honours Specialization in Psychology or Honours Specialization in Developmental Cognitive Neuroscience. 3 seminar hours, 0.5 course

Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

2.0 COURSE INFORMATION

Instructor:	Dr. Bertram Gawronski
Office and Phone Number:	SSC 6324; (519) 661-2111 Ext. 87672
Office Hours:	Fridays, 9:30 to 10:30 am; SSC 6324
Email:	bgawrons@uwo.ca
Time and Location of Lectures:	Mondays, 1:30 to 4:30 pm; WL 257

3.0 TEXTBOOK

There is no textbook for this course. The readings for this course consist of journal articles and book chapters. Electronic copies of the readings will be made available for the participants of this course on WebCT (<http://webct.uwo.ca/>).

4.0 COURSE OBJECTIVES

The course will provide a survey of social psychological theory and research on prejudice, stereotyping, and discrimination. Topics covered by the course include: automatic and controlled processes in prejudice and stereotyping; sources of prejudice and stereotypes; prejudice and stereotyping in social contexts; modern forms of prejudice; inhibition and control of prejudice and stereotypes; reduction versus persistence of prejudice and stereotypes; experiences of being the target of prejudice and stereotyping; and prejudice and stereotyping in intergroup interactions. The readings will include a combination of classic and contemporary journal articles and book chapters in the fields of prejudice and stereotyping. The goal of the course is to provide students with (a) an in-depth overview of both classic and contemporary research on prejudice, stereotyping, and discrimination in social psychology, and (b) scientifically based insights into how theory and research in social psychology can inform our understanding of prejudice, stereotyping, and discrimination in real-world contexts.

The class will meet once a week for a 3-hr seminar. The primary emphasis will be on discussions of the assigned readings and major issues related to each topic area. All students are expected to complete the weekly basic readings and to actively participate in the class discussions. To facilitate the discussions, students are expected to submit thought papers for five of the ten sessions that include basic reading assignments (there will be one movie session with no reading assignments on November 2nd, 2009). In addition, all students are expected to give a 15-minute presentation based on one of the supplementary readings. The first half of the course will be devoted to general discussions of the basic readings; the second half will be available for two student presentations of supplementary readings and subsequent discussions of the presented studies.

5.0 EVALUATION

Class Participation:	20%
Class Presentation:	25%
Thought Papers:	25%
Term Paper:	30%

Class Participation (20% of total mark):

All students are expected to actively participate in the class discussions. As the course is primarily based on in-class discussions, active participation requires sufficient knowledge and understanding of the assigned *basic readings* (the *supplementary readings* are required only for the students who will be giving a presentation on a particular article). Class participation will be evaluated on the basis of quantity and quality of contributions to the discussions.

Class Presentation (25% of total mark):

All students are expected to give a 15-minute presentation on one of the *supplementary readings*. The presentations should include a brief summary of the theoretical background of the presented research, a brief overview of the methods, a clear and comprehensible presentation of the results, and a brief summary of the main conclusions. Class presentations should not exceed the allotted time of 15 minutes. Each session will include two student presentations, each of which will be followed by open discussions of the presented findings (~15-20 min for each presentation). Students are strongly encouraged to meet with the course instructor to discuss their presentation and/or to resolve any open questions prior to their presentation. Class presentations will be evaluated on the basis of clarity and accuracy (was the presentation clear and easy to understand, and did the presentation accurately describe the presented research?).

Thought Papers (25% of total mark):

Students are required to write five thought papers on the weekly readings (each worth 5% of the total mark). The thought papers may include (a) critical discussions of the research described in the assigned readings, or (b) discussions of open questions for future research, or (c) discussions of real-world implications of the research described in the assigned readings. For the last type of thought paper, please note that simple narratives of examples or personal experiences are considered insufficient unless they are closely tied to a discussion of the psychological processes outlined in the assigned readings. Each thought paper should not exceed the accepted maximum of one typewritten page (single-spaced; 12-point Times New Roman; 1 inch margins on all sides). Thought papers should be submitted electronically to the course instructor (bgawrons@uwo.ca) by Friday 12:00 noon before class. Receipt of the thought papers will be confirmed via email by the course instructor. Late submissions will not be accepted; the same applies to thought papers that exceed the one-page maximum. Thought papers will be evaluated on the basis of creativity, thoughtfulness, and accurate understanding of the assigned readings

(did the student think critically and/or creatively about the research reviewed in the assigned readings? did the student's comments show an accurate understanding of the assigned readings?).

Term Paper (30% of total mark):

The term paper will be a written research proposal that outlines an idea for an empirical study (due December 7th, 2009, by 12:00 noon). The goal of the term paper is to propose a social psychological study that would contribute to the understanding of a particular question related to prejudice, stereotyping, and discrimination. The proposal should be not more than 15 typewritten pages (double-spaced; 12-point Times New Roman; 1 inch margins on all sides), including title page, abstract, introduction, methods, predictions, references, figures, and tables (it is not required to actually run the study). The introduction should describe the research question, why it is important, how it relates to previous research, and how the proposed study will extend our knowledge of the topic in question. In addition, the introduction should include a clear derivation of the hypotheses with an explicit statement of the predictions at the end. The introduction does not have to provide a comprehensive overview of the available research related to the research question; however, it is expected that students complete a literature search (e.g., PsycINFO) to identify existing studies that are relevant for their research proposal. The identified studies should be included in the introduction with a discussion of how the proposed study expands on earlier research. The method section should present information about how the study should be conducted, including information about participants, procedures, independent variables, dependent measures, and stimulus materials. The method section should be followed by a brief section that describes the anticipated results. A table illustrating all conditions and expected outcomes (e.g., by using "+" vs. "0" vs. "-" etc.) can often be helpful. Alternatively, students may include a figure that depicts the expected results. It is not necessary to outline how the results would be analyzed, but reference to simple statistical concepts (e.g., mean values, correlations, etc.) is generally expected. Finally, the proposal should include a bibliographic listing of all references cited in the proposal. Term papers should be edited according to the Publication Manual of the American Psychological Association (5th ed.). Term papers will be evaluated on the basis of the following four criteria (with equal weighting): introduction of the research question (how well is the research question introduced and is it appropriately linked to relevant research in this area?); creativity (how creative is the research question and the presented study?); soundness of method (does the proposed study provide a good test of the hypotheses?); and style (is the proposal well written and properly edited?). For any questions about the term paper (general or specific), please feel free to contact the course instructor.

The Psychology Department follows the University of Western Ontario grading guidelines, which are as follows (see http://www.uwo.ca/univsec/handbook/general/grades_undergrad.pdf):

Grade	Percent	Description
A+	90-100	one could scarcely expect better from a student at this level
A	80-89	superior work that is clearly above average
B	70-79	good work, meeting all requirements, and eminently satisfactory
C	60-69	competent work, meeting requirements
D	50-59	fair work, minimally acceptable
F	below 50	fail

Please note that there will be no grade adjustments (e.g., applying a bell curve to the distribution of marks on thought or term papers). Marks cannot be adjusted on the basis of need (e.g., to get into a particular academic program).

6.0 TEST AND EXAMINATION SCHEDULE

To avoid potential misunderstandings about acceptable topics for the term papers, students are expected to obtain approval from the course instructor for the suggested topic of their term papers by Monday November 16th, 2009. Term papers have to be submitted Monday December 7th, 2009, by 12:00 noon. The deadline for submission of term papers is firm. Late submissions will be accepted until Friday December 11th, 2009, at 12:00 noon; however, late submissions will result in a penalty, such that 10% points in the evaluation of the term paper (equivalent to 3% points of the total mark) will be deducted for each day the paper was handed in late. Term papers that are submitted after the extended deadline or term papers that exceed the 15-page maximum will not be accepted. Term papers should be submitted as hard-copies either to the course instructor (SSC 6324) or Daniella Chirilla (SSC 7416). In addition, an electronic version of the term paper should be submitted online via the WebCT course website (<http://webct.uwo.ca/>).

7.0 LECTURE SCHEDULE

September 14	General Introduction
September 21	Automatic and Controlled Processes in Prejudice and Stereotyping
September 28	Motivational Sources of Prejudice and Stereotypes
October 5	Social Sources of Prejudice and Stereotypes
October 12	<i>Thanksgiving Holiday (no class)</i>
October 19	Cognitive Sources of Prejudice and Stereotypes
October 26	Prejudice and Stereotyping in Social Contexts
November 2	Movie & Discussion: "Crash"
November 9	Modern Forms of Prejudice
November 16	Inhibition and Control of Prejudice and Stereotypes
November 23	Reduction versus Persistence of Prejudice and Stereotypes
November 30	Experiences of Being a Target of Prejudice and Stereotyping
December 7	Prejudice and Stereotyping in Intergroup Interactions

8.0 STATEMENT ON ACADEMIC OFFENCES

Students are responsible for understanding the nature and avoiding the occurrence of plagiarism and other scholastic offenses. Plagiarism and cheating are considered very serious offenses because they undermine the integrity of research and education. Actions constituting a scholastic offense are described at the following link: <http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>

As of September 1, 2009, the Department of Psychology will take the following steps to detect scholastic offenses. All multiple-choice tests and exams will be checked for similarities in the pattern of responses using reliable software, and records will be made of student seating locations in all tests and exams. All written assignments will be submitted to TurnItIn, a service designed to detect and deter plagiarism by comparing written material to over 5 billion pages of content located on the Internet or in TurnItIn's databases. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of

Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Possible penalties for a scholastic offense include failure of the assignment, failure of the course, suspension from the University, and expulsion from the University.

9.0 OTHER INFORMATION

Office of the Registrar web site: <http://www4.registrar.uwo.ca>

Student Development Services web site: <http://www.sdc.uwo.ca>

Please see the Psychology Undergraduate web site for information on the following:

<http://psychology.uwo.ca/newundergradstudentresp.htm>

- Policy on Cheating and Academic Misconduct
- Procedures for Appealing Academic Evaluations
- Policy on Attendance
- Policy Regarding Makeup Exams and Extensions of Deadlines
- Policy for Assignments
- Short Absences
- Extended Absences
- Documentation
- Academic Concerns
- 2009 Calendar References

No electronic devices, including cell phones, will be allowed during exams.

READING LIST

September 21 – Automatic and Controlled Processes in Prejudice and Stereotyping

Basic Readings

- Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology*, 56, 5-18.
- Fazio, R. H., Jackson, J. R., Dunton, B. C., & Williams, C. J. (1995). Variability in automatic activation as an unobtrusive measure of racial attitudes: A bona fide pipeline? *Journal of Personality and Social Psychology*, 69, 1013-1027.

Supplementary Readings

- Bodenhausen, G. V. (1990). Stereotypes as judgmental heuristics: Evidence for circadian variations in discrimination. *Psychological Science*, 1, 319-322.
- 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.

September 28 – Motivational Sources of Prejudice and Stereotypes

Basic Readings

- Tajfel, H., & Turner, J. C. (1986). The social identity theory of intergroup behavior. In S. Worchel & W. G. Austin (Eds.), *Psychology of intergroup relations* (pp. 7-24). Chicago, IL: Nelson-Hall.
- Jost, J. T., Banaji, M. R., & Nosek, B. A. (2004). A decade of system justification theory: Accumulated evidence of conscious and unconscious bolstering of the status quo. *Political Psychology*, 25, 881-919.

Supplementary Readings

- 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.
- Faulkner, J., Schaller, M., Park, J. H., & Duncan, L. A. (2004). Evolved disease-avoidance processes and contemporary xenophobic attitudes. *Group Processes and Intergroup Behavior*, 7, 333-353.

October 5 – Social Sources of Prejudice and Stereotypes

Basic Readings

- Fiske, S. T., Cuddy, A. J. C., & Glick, P. (2002). Emotions up and down: Intergroup emotions result from status and competition. In D. M. Mackie, & E. R. Smith (Eds.), *From prejudice to intergroup emotions: Differentiated reactions to social groups* (pp. 247-264). New York: Psychology Press.
- Diekmann, A. B., Eagly, A. H., & Johnston, A. M. (in press). Toward an integrated view of prejudice: How social structure and stereotypes produce prejudice. To appear in J. F. Dovidio, M. Hewstone, P. Glick, & V. M. Esses, (Eds.), *Handbook of prejudice, stereotyping, and discrimination*. London, England: Sage.

Supplementary Readings

- Castelli, L., Zogmaister, C., & Tomelleri, S. (2009). The transmission of racial attitudes within the family. *Developmental Psychology*, 45, 586-591.

- Towles-Schwen, T., & Fazio, R. H. (2001). On the origins of racial attitudes: Correlates of childhood experience. *Personality and Social Psychology Bulletin*, 27, 162-175.

October 19 – Cognitive Sources of Prejudice and Stereotypes

- Gramzow, R. H., & Gaertner, L. (2005). Self-esteem and favoritism toward novel in-groups: The self as an evaluative base. *Journal of Personality and Social Psychology*, 88, 801-815.
- 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.

Supplementary Readings

- Banse, R., Gawronski, B., Rebetez, C., Gutt, H., & Morton, J. B. (in press). The development of spontaneous gender stereotyping in childhood: Relations to stereotype knowledge and stereotype flexibility. *Developmental Science*.
- Livingston, R. W., & Drwecki, B. B. (2007). Why are some individuals not biased? Susceptibility to affective conditioning predicts nonprejudice toward African Americans. *Psychological Science*, 18, 816-823.

October 26 – Prejudice and Stereotyping in Social Contexts

Basic Readings

- Jussim, L., Palumbo, P., Chatman, C., Madon, S., & Smith, A. (2000). Stigma and self-fulfilling prophecies. In T. F. Heatherton, R. E. Kleck, M. R. Hebl, & J. G. Hull (Eds), *The psychology of stigma* (pp. 374-418). New York: Guilford Press.
- Correll, J., Park, B., Judd, C. M., & Wittenbrink, B. (2002). The police officer's dilemma: Using ethnicity to disambiguate threatening individuals. *Journal of Personality and Social Psychology*, 83, 1314-1329.

Supplementary Readings

- Hugenberg, K., & Bodenhausen, G. V. (2003). Facing prejudice: Implicit prejudice and the perception of facial threat. *Psychological Science*, 14, 640-643.
- Kawakami, K., Dunn, E., Karmali, F., & Dovidio, J. F. (2009). Mispredicting affective and behavioral responses to racism. *Science*, 323, 276-278.

November 9 – Modern Forms of Prejudice

Basic Readings

- McConahay, J. B. (1986). Modern racism, ambivalence, and the modern racism scale. In J. D. Dovidio, & S. L. Gaertner (Eds.), *Prejudice, discrimination, and racism* (pp. 91-125). Orlando, FL: Academic Press.
- Dovidio, J. F., & Gaertner, S. L. (2004). Aversive racism. In M. P. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 36, pp. 1-52). San Diego, CA: Academic Press.

Supplementary Readings

- Kaiser, C. R., Drury, B. J., Spalding, K. E., Cheryan, S., & O'Brien, L. T. (2009). The ironic consequences of Obama's election: Decreased support for social justice. *Journal of Experimental Social Psychology*, 45, 556-559.

- Effron, D. A., Cameron, J. S., & Monin, B. (2009). Endorsing Obama licenses favoring whites. *Journal of Experimental Social Psychology, 45*, 590-593.

November 16 – Inhibition and Control of Prejudice and Stereotypes

Basic Readings

- Bodenhausen, G. V., & Macrae, C. N. (1998). Stereotype activation and inhibition. In R. S. Wyer, Jr. (Ed.), *Advances in social cognition* (Vol. 11, pp. 1-52). Mahwah, NJ: Erlbaum.
- Bodenhausen, G. V., Todd, A. R., & Richeson, J. (2009). Controlling prejudice and stereotyping: Antecedents, mechanisms, and contexts. In T. D. Nelson (Ed.), *Handbook of prejudice, stereotyping, and discrimination* (pp. 111-135). New York: Psychology Press.

Supplementary Readings

- 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.
- Payne, B. K., Lambert, A. J., & Jacoby, L. L. (2002). Best laid plans: Effects of goals on accessibility bias and cognitive control in race-based misperceptions of weapons. *Journal of Experimental Social Psychology, 38*, 384-396.

November 23 – Reduction versus Persistence of Prejudice and Stereotypes

Basic Readings

- Kenworthy, J. B., Turner, R. N., Hewstone, M., & Voci, A. (2005). Intergroup contact: When does it work, and why? In J. F. Dovidio, P. Glick, & L. Rudman (Eds.), *On the nature of prejudice: Fifty years after Allport* (pp. 278-292). Malden, MA: Blackwell.
- Weber, R. & Crocker, J. (1983). Cognitive processes in the revision of stereotyping beliefs. *Journal of Personality and Social Psychology, 45*, 961-977.

Supplementary Readings

- Shook, N. J., & Fazio, R. H. (2008). Interracial roommate relationships: An experimental field test of the contact hypothesis. *Psychological Science, 19*, 717-723.
- Moreno, K. N., & Bodenhausen, G. V. (1999). Resisting stereotype change: The role of motivation and attentional capacity in defending social beliefs. *Group Processes and Intergroup Relations, 2*, 5-16.

November 30 – Experiences of Being a Target of Prejudice and Stereotyping

Basic Readings

- Major, B., & Sawyer, P. J. (2009). Attributions to discrimination: Antecedents and consequences. In T. D. Nelson (Ed.), *Handbook of prejudice, stereotyping, and discrimination* (pp. 89-110). New York: Psychology Press.
- Aronson, J., & McGlone, M. S. (2009). Stereotype and social identity threat. In T. D. Nelson (Ed.), *Handbook of prejudice, stereotyping, and discrimination* (pp. 153-178). New York: Psychology Press..

Supplementary Readings

- Livingston, R. W. (2002). The role of perceived negativity in the moderation of African Americans' implicit and explicit racial attitudes. *Journal of Experimental Social Psychology, 38*, 405-413.
- Ashburn-Nardo, L., Monteith, M. J., Arthur, S. A., & Bain, A. (2007). Race and the psychological health of African Americans. *Group Processes and Intergroup Relations, 10*, 471-491.

December 7 – Prejudice and Stereotyping in Intergroup Interactions

Basic Readings

- Shelton, J. N., & Richeson, J. A. (2006). Interracial interactions: A relational approach. In M. P. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 38, pp. 121-181). San Diego, CA: Academic Press.
- Trawalter, S., & Shapiro, J. (in press). Racial bias and stereotyping: Interpersonal processes. To appear in B. Gawronski, & B. K. Payne (Eds.), *Handbook of implicit social cognition: Measurement, theory, and applications*. New York: Guilford Press.

Supplementary Readings

- Johnson, C. S., Olson, M. A., & Fazio, R. H. (2009). Getting acquainted in interracial interactions: Avoiding intimacy but approaching race. *Personality and Social Psychology Bulletin, 35*, 557-571.
- Trail, T. E., Shelton, J. N., & West, T. V. (2009). Interracial roommate relationships: Negotiating daily interactions. *Personality and Social Psychology Bulletin, 35*, 671-684.