

Honours Seminar: Stereotyping and Prejudice
Psychology 455
Spring, 2011

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Office Hours: Wednesday & Friday: 1:00 - 3:00
Meetings: Tuesdays 2:30 - 4:20 (PAS 3026)

Course Description:

In this course, we will discuss diverse theories on stereotypes and prejudice from the perceivers' and the targets' perspectives. More specifically, we will examine how, when and why people are prejudiced and use stereotypes and how people react when others use stereotypes and are prejudiced against them. This course is designed so that you can meet the following objectives:

1. Become familiar with the broad range of theories of stereotyping and prejudice
2. Learn the basics of research methodology and be able to critically evaluate the quality of research
3. Improve writing and oral communication skills through class discussions, presentations and written assignments

Readings:

Textbook:

Jones, M. (2002). *Social Psychology of Prejudice*. Englewood Cliffs, NJ: Prentice Hall.

Journal articles: All required journal articles are available on UW ACE to be printed out. You are encouraged to read the articles being presented by other students, but these readings are optional.

Course Requirements:

1) Discussion Questions (8 %), approximately 1/2 of a page, single-spaced

To facilitate your preparation for class and to encourage critical analysis of the literature, you will write at least two discussion questions (one question for each chapter and journal article) and your thoughts regarding the questions (e.g., what you think about the issue, how you would conduct a study to test a hypothesis etc...) **based on the textbook and one article (marked with asterisks)** in preparation for each seminar meeting. **The questions should be posted on Discussion Forum in UW ACE by Sunday midnight.** You should read your classmates' posted discussion questions before class. Your discussion questions will serve as a stimulus for class discussion.

Your marks are on a pass-fail basis. If your questions are not based on theories/concepts covered in the assigned readings, you will not receive credit for this assignment.

2) Class Participation (in-class and discussion forum on UW ACE) (20 %)

This is a seminar course, focusing on in-depth discussion of weekly reading and student presentations. Each student is expected to read the assigned readings with an analytical, inquiring perspective, enabling thoughtful contributions to discussions. It is essential that you read and understand the readings. Your class participation is based on the combination of your performance in class discussions and your posts in the discussion forum on UW ACE.

[In-class component]

We are a learning community, which means that everyone's perspective is respected and valued...whether or not we agree with one another on certain issues. Meaningful knowledge comes from exposure to different perspectives and taking ownership of the ideas and information that are most valid and contribute to your understanding of the world. Therefore, **your active contribution to class discussions is necessary and required.** Students should arrive each class with some definite opinions about the material they read and be prepared to voice them to the class.

[Discussion forum component]

As a continuation of an in-class discussion, after each class I will post a question that elicits the most responses during class in the discussion forum on UW ACE. To obtain credit for this component, you are required to go to the discussion forum and post your response at least once a week. You are encouraged to respond to your classmates' posts and your marks on this component is based on the quantity and quality of your posts. Your post should be clear, informative and thoughtful. The discussion forum for each week closes on **Sunday at midnight** beyond which point you will no longer be graded for your participation in the week's discussion.

3) Article Presentation (20 %)

Three or four students will be presenting each journal article and lead a discussion concerning the article using PowerPoint. When you present, keep in mind that the rest of the class will not have read the article. You should describe the research carefully, including the theoretical background, the hypotheses, the design, the method, and a summary of the results. In addition, a good presentation will "go beyond" the article itself. For example, you could discuss

implications of the research and relate it to other ideas (e.g., material covered in this course, other psychology courses or your own personal experience), or you could conduct a class activity or demonstration or play relevant clips.

Following the presentation, you will lead the class in a discussion of topic examples (e.g., recent events, prevalent issues and potential problems). You should also prepare a short list of questions for the class to discuss. The discussion should be designed to spark debate about the external validity of the theory (i.e., the applicability to “real world” issues). The presentations should be 20 minutes long including discussion. **Submit your PowerPoint file to the electronic drop box on UW ACE 24 hours before your presentation.**

4) Application Presentation (10 %)

For this presentation, you will apply psychological concepts/ theories to a real life example (e.g., your personal experience, news, video clips etc...). The presentation will begin with the description of an example. Then, you will analyze the example using psychological concepts/ theories and apply them to the example. The presentation will include an analysis of the issues (what, who, when, where and why) based on recent journal articles that you have chosen. You can choose any journal articles as long as they are peer reviewed.

The presentation should be **12-13 minutes**. **Submit your PowerPoint file to the electronic drop box on UW ACE within 24 hours before your presentation.**

5) Application Paper (40 %) Due: (July 19th) in class (a hard copy) and UW ACE

Each student will submit an 8-10 page paper dealing with some aspect or component of your application presentation. It must follow the APA format. A hard copy and an electronic copy (drop box on UW ACE) must be submitted during the class on **July 19th**.

6) Study Participation Credits (2%)

You have the option of either participating in psychology studies through the Research Experiences Group, or completing short journal article reviews, for a total of 2% of your grade (i.e., 2 credits). The alternative assignment should be submitted through UW ACE. See this syllabus for more information.

Bonus credit (1%)

You can earn up to 1 % of bonus credits towards your final grade by participating in an online study in the beginning of the term (Time 1) and the end of the term (Time 2). See the PowerPoint file on UW ACE for more information.

Missed Classes and Late Assignments:

I expect that everyone will attend class. If you miss a class without notifying me of the reason, you will lose your participation mark for the week.

If you have to miss a class, email me in advance or as soon as possible. If you cannot submit your assignments (e.g., weekly discussion questions, discussion forum, application paper etc...) by the deadline, contact me immediately. I will deal with these situations on a case-by-case basis.

I assume that all the work that you submit will be your own work. No plagiarism will be tolerated. As you probably know, the Undergraduate catalogue defines plagiarism as “the act of presenting the ideas, words or other intellectual property of another as one’s own.” This means that you will not submit someone else’s work or copy someone else’s work. You are expected to cite other people’s work properly. You should read Policy #71 found on page 1:11 in the Undergraduate Catalogue and at (<http://www.adm.uwaterloo.ca/infosec/policies/policy71.html>) on the web for a full discussion of these matters.

Note: The assigned readings are marked with asterisks (**) and will be posted as PDF files on UW ACE

Week 1	May 3 rd (Tuesday)	Organizational meeting **Jordan & Zanna (2000). How to read a journal article in social psychology. In C. Stangor (Ed.), <i>Stereotypes and Prejudice</i> . Psychology Press.
Week 2	May 10 th (Tuesday)	Chapter 1: Introduction to prejudice and discrimination **Correll et al. (2002) Dovidio et al. (2002) Fazio et al. (1995) Macrae et al. (1994)
Week 3	May 17 th (Tuesday)	Chapter 2: Racism, sexism, and antigay prejudice ** Williams & Eberhardt (2008) Blanchard et al. (1994) Crandall, Eshleman, & O'Brien (2002) Morton, Postmes, Haslam & Hornsey (2009)
Week 4	May 24 th (Tuesday)	Chapter 4: Cognitive components of prejudice ** Dardenne, Dumont, & Bollier (2007) Jost & Kay (2005) Fein & Spencer (1997) Sinclair & Kunda (1999)
Week 5	May 31 st (Tuesday)	Chapter 5: Individual differences in prejudice ** Jordan, Spencer & Zanna (2005) Mskowitz et al. (1999) Maass et al. (2003) Levin et al. (2002)

Week 6	June 7 th (Tuesday)	Chapter 6: Intergroup relations ** Cohen & Garcia (2005) Maass, Ceccarelli & Rudin (1996) Vorauer & Sasaki (2011) Mendoza-Denton et al. (2008) Rydell et al. (2009)
Week 7	June 14 th (Tuesday)	Chapter 3: Values and prejudice **Uhlmann & Cohen (2005) Dovidio & Gaertner (2000) Quinn & Crocker (1999) Monin & Miller (2001)
Week 8	June 21 st (Tuesday)	Chapter 7: Stigma and identity ** Spencer, Steele & Quinn (1999) Aronson & Inzlicht (2004) Cohen, Steele & Ross (1999) Walton & Cohen (2007)
Week 9	June 28 th (Tuesday)	Chapter 8: Reducing prejudice **Walton & Spencer (2009) Richeson & Trawalter (2005) Richeson & Shelton (2003) Son Hing, Bobocel, & Zanna (2002)
Week 10	July 5 th (Tuesday)	Application presentations
Week 11	July 12 th (Tuesday)	Application presentations
Week 12	July 19 th (Tuesday)	Application presentations

Chapter 1

Correll, J., 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 (6), 1314-1329.

Dovidio, J. F., Kawakami, K., & Gaertner, S. L. (2002). Implicit and explicit prejudice and interracial interaction. *Journal of Personality and Social Psychology*, 82(1), 62-68.

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(5)

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(6), 1013-1027.

Chapter 2

Williams, M. J., & Eberhardt, J. L. (2008). Biological conceptions of race and the motivation to cross racial boundaries. *Journal of Personality and Social Psychology*, 94(6), 1033-1047.

Crandall, C. S., Eshleman, A., & O'Brien, L. (2002). Social norms and the expression and suppression of prejudice: The struggle for internalization. *Journal of Personality and Social Psychology*, 82(3), 359-378.

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*, 70 (6), 993-997.

Morton, T. A., Postmes, T., Haslam, S. A., & Hornsey, M. J. (2009). Theorizing gender in the face of social change: Is there anything essential about essentialism? *Journal of Personality and Social Psychology*, 96(3), 653-664.

Chapter 3

Monin, B., & Miller, D. T. (2001). Moral credentials and the expression of prejudice. *Journal of Personality and Social Psychology*, 81(1), 33-43.

Quinn, M. D., & Crocker, J. (1999). When ideology hurts: Effects of belief in the protestant ethic and feeling overweight on the psychological well-being of women. *Journal of Personality and Social Psychology*, 77 (2), 402-414.

Dovidio, J. F., & Gaertner, S. L. (2000). Aversive racism and selection decisions: 1989 and 1999. *Psychological Science*, 11(4), 315-319.

Uhlmann, E. L., & Cohen, G. L. (2005). Constructed criteria redefining merit to justify discrimination. *Psychological Science*, 16(6), 474-480.

Chapter 4

Sinclair, L. & Kunda, Z. (1999). Reactions to a black professional: Motivated inhibition and activation of conflicting stereotypes. *Journal of Personality and Social Psychology*, 77(5), 885-904.

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.

Jost, J. T. & Kay, A. C. (2005). Exposure to benevolent sexism and complementary gender stereotypes: consequences for specific and diffuse forms of system justification. *Journal of Personality and Social Psychology*, 88 (3), 498-509.

Dardenne, B., Dumont, M., & Bollier, T. (2007). Insidious dangers of benevolent sexism: Consequences for women's performance. *Journal of Personality and Social Psychology*, 93(5), 764-779.

Chapter 5

Jordan, C. H., Spencer, S. J., & Zanna, M. P. (2005). Types of high self-esteem and prejudice: How implicit self-esteem relates to ethnic discrimination among high explicit self-esteem individuals. *Personality and Social Psychology Bulletin*, 31(5), 693-702.

Mackowitz, 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(1), 167-184.

Maass, A., Cadinu, M., Guarnieri, G., & Grasselli, A. (2003). Sexual harassment under social identity threat: the computer harassment paradigm. *Journal of Personality and Social Psychology*, 85 (5), 853-870.

Levin, S., Federico, C. M., Sidanius, J., & Rabinowitz, J. L. (2002). Social dominance orientation and intergroup bias: The legitimation of favoritism for high-status groups. *Personality and Social Psychology Bulletin*, 28(2), 144-157.

Chapter 6

Cohen, G. L., & Garcia, J. (2005). "I am us": Negative stereotypes as collective threats. *Journal of Personality and Social Psychology*, 89 (4), 566-582.

Maass, A., Ceccarelli, R., & Rudin, S. (1996). Linguistic intergroup bias: Evidence for in-group-protective motivation. *Journal of Personality and Social Psychology*, 71 (3), 512-526.

Vorauer, J. D., & Sasaki, S. J. (2011). In the worst rather than the best of times: Effects of salient

intergroup ideology in threatening intergroup interactions. *Journal of Personality and Social Psychology*

Mendoza-Denton, R., Pietrzak, J., & Downey, G. (2008). Distinguishing institutional identification from academic goal pursuit: Interactive effects of ethnic identification and race-based rejection sensitivity. *Journal of Personality and Social Psychology*, 95(2), 338-351.

Rydell, R. J., McConnell, A. R., & Beilock, S. L. (2009). Multiple social identities and stereotype threat: Imbalance, accessibility, and working memory. *Journal of Personality and Social Psychology*, 96(5), 949-966.

Chapter 7

Cohen, G. L., Steele, C. M., & Ross, L. D. (1999). The mentor's dilemma: Providing critical feedback across the racial divide. *Personality and Social Psychology Bulletin*, 25 (10), 1302-1318.

Aronson, J., & Inzlicht, M. (2004). The ups and downs of attributional ambiguity: Stereotype vulnerability and the academic self-knowledge of african american college students. *Psychological Science*, 15(12), 829-836.

Spencer, S. J., Steele, C. M., & Quinn (1999). Stereotype threat and women's math performance. *Journal of Experimental Social Psychology*, 35, 4 – 28.

Walton, G. M., & Cohen, G. L. (2007). A question of belonging: Race, social fit, and achievement. *Journal of Personality and Social Psychology*, 92(1), 82-96.

Chapter 8

Richeson, J. A., & Shelton, J. N. (2003). When prejudice does not pay: Effects of interracial contact on executive function. *Psychological science* 14 (3), 287-290.

Richeson, J. A., & Travalter, S. (2005). Why do interracial interactions impair executive function? A resource depletion account.

Walton, G. M., & Spencer, S. J. (2009). Latent ability: Grades and test scores systematically underestimate the intellectual ability of negatively stereotyped students. *Psychological Science*, 20(9), 1132-1139.

Son Hing, L. S., Bobocel, D. R., & Zanna, M. P. (2002). Meritocracy and opposition to affirmative action: Making concessions in the face of discrimination. *Journal of Personality and Social Psychology*, 83(3), 493-509.

Research Experience Marks Information and Guidelines

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn **up to 2% of the final mark** in this course through research experience (i.e., the course work will make up 98% of your final mark and research experience will make up the other 2% for a maximum grade of 100%).

The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience marks.

Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation is worth 0.5 participation credits (grade percentage points) for each half-hour of participation. Researchers will record student's participation and will advise the course instructor of the total credits earned by each student at the end of the term.

Study scheduling, participation and grade assignment is managed using the [SONA](#) online system. All students enrolled in this course have been set up with a SONA account. It is VERY IMPORTANT that you get an early start on your studies. For detailed instructions on [when and how access your SONA account](#) and for a list of [important dates and deadlines](#) please, as soon as possible, click on: <http://www.arts.uwaterloo.ca/~regadmin/regparticipant/sonainfo/#SonaSignUp>

**** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website. ****

More information about the REG program is available at:
<http://www.arts.uwaterloo.ca/~regadmin/regparticipant/>

Option 2: Article Review as an alternative to participation in research

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. You can review only peer reviewed journal articles that have not been used in this course for the weekly reading or for your assignment. *You must contact the instructor to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the last lecture. Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.

Cross-listed course:

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

The Official Version of the Course Outline

If there is a discrepancy between the hard copy outline (*i.e., if students were provided with a hard copy at the first class*) and the outline posted on UW-ACE, the outline on UW-ACE will be deemed the official version. Outlines on UW-ACE may change as instructors develop a course, but they become final as of the first class meeting for the term.

Accommodations for Students with Disabilities

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

Concerns about the Course or Instructor (Informal Stage)

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Dr. Colin Ellard) is available for consultation and to mediate a resolution between the student and instructor. Dr. Ellard's contact information is as follows:

Email: cellard@uwaterloo.ca
Ph. 519-888- 4567 ext. 36852

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 and 71 below for further details.

Academic Integrity, Academic Offenses, Grievance, and Appeals

To protect course integrity, as well as to provide appropriate guidance to students, course outlines in the Faculty of Arts must include the following note on avoidance of academic offenses:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and

responsibility. [Check <http://www.uwaterloo.ca/academicintegrity/> for more information.]

Discipline: A student is expected to know what constitutes academic integrity [check <http://www.uwaterloo.ca/academicintegrity/>], to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about 'rules' for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 - Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

Academic Integrity website (Arts):

http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (UW): <http://uwaterloo.ca/academicintegrity/>

Students who are requesting accommodation for course requirements (*assignments, midterm tests, final exams, etc.*) due to illness should do the following:

- seek medical treatment as soon as possible and obtain a completed UW Verification of Illness Form:
http://www.healthservices.uwaterloo.ca/Health_Services/verification.html
- submit that form to the instructor within 48 hours.
- (preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam which will typically be written as soon as possible, but no later than the next offering of the course.

In the case of a missed assignment deadline or midterm test, the instructor will either:

1. waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or

2. provide an extension.

In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.