

Psychology of Prejudice and Stigmatization
Course Meeting Time: Tuesdays 12:50 – 3:50 p.m.

Course Professor	
Dr. Bonita London	
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<i>Office Hours:</i> Tues 10-12	<i>Office Phone:</i> (631) 632-6369

COURSE DESCRIPTION:

This course will provide an overview of theoretical perspectives, research methods, empirical findings, and practical applications of psychological research on prejudice, stigma, discrimination, and intergroup relations. We will examine in depth several issues that are central to research in this area. The topics covered will include, but are not limited to, the development of prejudices, cognitive, and sociocultural approaches to prejudice and stigma, the social, personality, and motivational factors that contribute to stereotyping and prejudice, the psychological consequences of prejudice and stigma, and interventions and strategies for reducing the consequences of stigmatization.

This course will require in depth and critical reading of the empirical articles, chapters, and text assigned. The course will be conducted as a seminar, thus each class session will consist primarily of discussions with students responsible for leading/facilitating the discussion. Further, the course material will be synthesized through written reaction papers, a course paper, and individual presentations. Students are encouraged to identify and share relevant articles from alternative sources including the popular media that reflect the course topics.

CODE OF CONDUCT:

Stony Brook University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, and/or inhibits students' ability to learn.

REQUIRED TEXTBOOK:

(1) Allport, G. W. (1954). *The nature of prejudice*. Reading, MA: Addison-Wesley Publishing Company

(2) *Empirical articles:* Most of the course readings are available free of charge online from SUNY Stony Brook library. The articles can be downloaded from the Stony Brook library website. Alternatively, a copy of the articles will be posted on blackboard when possible.

(3) *Reading Packet* (distributed in class or uploaded onto blackboard prior to the class session). Consists of chapters and unpublished articles.

STUDENTS WITH SPECIAL NEEDS:

If you have a physical, psychological, medical, or learning disability that might impact your course work, please contact Disability Support Services (631) 632-6748 at the beginning of the semester to make any necessary accommodations. All information and documentation is confidential.

BLACKBOARD:

You can access course information on-line at: <http://blackboard.sunysb.edu>

Course announcements, assignments, and information will be posted periodically on Blackboard. Check Blackboard regularly for course updates and information.

GRADING:

Your final course grade will be calculated based on your scores on the following: (1) Weekly Response papers and Discussion Questions, (2) Leading/Facilitating class discussions, (3) Class participation (when not facilitating), (4) Final paper proposal, (5) Final paper, (6) Individual presentation, and (7) Portfolio.

(1) Weekly Response papers/Discussion Questions: (10 papers worth 3 pts. each = 30% of grade)

In order to facilitate critical thinking, about and synthesis of the assigned material, and to prepare for each discussion you will prepare a 1-2 page single spaced reaction paper related to the assigned readings. Your response should address the theoretical, methodological, and practical contributions and weaknesses of each article, chapter, or paradigm discussed. Further, you should include at least two discussion questions that we will address in the course discussion.

Response papers and discussion questions should be **posted on blackboard no later than the Sunday prior to each Tuesdays class by midnight**. This due date and time will give the discussion facilitator time to review your discussion questions and prepare for the class session.

Note: There are 10 weeks for which Response papers and discussion questions are due.

(2) Discussion Facilitator: (10% of grade)

Once during the course, students will be responsible for facilitating the discussion during part of the class session. Each facilitator should determine (based on the discussion questions submitted by classmates) the main issues from the readings to be discussed in class, and assist in generating new questions, issues, and topics during the class session. The facilitator is not responsible for 'explaining' the articles to the class, but rather to help the class sustain a discussion on the issues of the session. This may be accomplished by bringing in additional readings, activities, thoughts, and questions, by asking classmates to elaborate or discussion parts of their discussion question, etc. The facilitator for that class session should submit a Response paper but does not have to submit discussion questions for the session they will facilitate.

(3) Participation (when not facilitating): (1 pt for each class session = 10% of grade)

Students are expected to contribute to class discussions when not in the role of facilitator. Your participation not only contributes to the intellectual discourse, but also supports your fellow classmate who is in the role of facilitator during a given session.

(4) Final paper: (40% of grade)

The purpose of the research paper is to encourage critical thinking about research on prejudice, stigma, discrimination, and intergroup relations. Through the course readings and seminar discussions, you will learn about a variety of techniques psychologists have used to study prejudice and stigma. There are three paper options:

- (a) Literature Review: Select a topic either not covered in class, or not covered or discussed extensively in class. Conduct a review of the literature on that topic. Your review should be comprehensive and insightful. You should be sure to (1) identify the links/consistencies in the literature, (2) the inconsistencies or contradictions in the empirical findings and address potential reasons for these discrepancies, and (3) the gaps in the literature that remain to be addressed by current research.
- (b) Research Proposal: Identify a question or topic that has yet to be clearly addressed in the literature. Design an experiment, survey study, or field study that will test your question. Be sure to clearly address (1) what your question is, (2) what the relevant theoretical perspectives and theories are from the literature, and provide a clear description of (3) your study design and the rationale behind your design, and (4) your hypotheses grounded in relevant research and theories.
- (c) Intervention Proposal: Design an intervention to reduce prejudice, stigma, or intergroup conflict. Your proposal may be a completely novel idea or a modification of existing intervention strategies. Be sure to, (1) review the relevant literature on your intervention target and any relevant intervention strategies, (2) provide hypotheses grounded in relevant research and theories for your intervention, (3) clearly describe your intervention plan/design and how you will test its effectiveness, and (4) the consequences (psychological, social, academic, etc.) of your intervention for the target group.

You must submit a 1 page description of your proposed final paper November 6th, 2007. Following your proposal submission, you should schedule a meeting with the Instructor to discuss your final paper.

Paper Format: Your paper must be typed and written in accordance with the guidelines of the American Psychological Association's Publication Manual. Your paper should be approximately 9-15 double-spaced pages (not including references and cover page) using standard font and margins (1-inch). **Final paper is due in class on December 11th**. Grade deductions will be taken for late papers.

(5) Individual presentation: (5% of grade)

During the final two class sessions students will present their Final paper topic to the class in a formal presentation. **Presentation dates will be scheduled for December 4th and 11th**.

(6) Portfolio: (5% of grade)

You will create a Portfolio that consists of all of your written materials submitted for this course, i.e., your weekly response papers, discussion questions, final paper and any notes from your individual presentation (e.g., powerpoint slides). The goal of the Portfolio is simply to encourage you to keep a complete file of all of your work in this course for future reference. As you progress through graduate school, your portfolio for this class may serve as a convenient summary of the current and major works in this literature, and may be a useful resource in helping you to generate new ideas and research directions in your field of study.

You must make two bound (in a folder or formal spiral binding) copies of your Portfolio – one to submit and one to keep for yourself. The contents of your Portfolio will not be re-graded. By making two copies and submitting your portfolio on the due date, you will receive the full 5 pts.

Portfolio's are due in class on December 11th.

Your final letter grade will be based on the following grading scale:

Letter Grade	=	Score	Letter Grade	=	Score
A	=	93-100	C	=	73-76
A-	=	90-92	C-	=	70-72
B+	=	87-89	D+	=	67-69
B	=	83-86	D	=	60-66
B-	=	80-82	F	=	< 60
C+	=	77-79			

SCHEDULE OF READINGS

NOTE: All readings are due on the day they are listed in the schedule, with the exception of the first class. Readings marked with an ** will be provided by the Instructor. All other readings may be downloaded from the Stony Brook library website.

DATE	TOPIC	READINGS
Sept. 4	Intro/Overview	<p>(1) ** Jordan, C. H., & Zanna, M.P. (2000). How to read a journal article in social psychology. In C. Stangor (Ed). <i>Stereotypes and Prejudice: Essential Readings</i> (pp. 457-466). Philadelphia, PA: Psychology Press, Taylor & Francis Grp.</p> <p>(2) Allport: Chapters 1 and 2</p>
Sept. 11	Social Identities	<p>Response & Discussion Questions Due (not graded/feedback only)</p> <p>(1) Ashmore, R. D., Deaux, K., & McLaughlin-Volpe, T. (2004). An organizing framework for collective identity: Articulation and significance of multidimensionality. <i>Psychological Bulletin</i>, 130, 80-114.</p> <p>(2) ** London, B., Downey, G., Bolger, N., & Velilla, E. (2005). A framework for studying social identity and coping with daily stress during the transition to college. In G. Downey, J. Eccles, & C. Chatman, (Eds). <i>Navigating the future: Social identity, coping, and life tasks</i>. RSF Press: NY</p> <p>(3) Allport: Chapters 3 and 4</p>
Sept. 18	Development of Prejudice	<p>Response & Discussion Questions # 1</p> <p>(1) ** Dovidio, J. F., Major, B., & Crocker, J. (2000). Stigma: Introduction and overview. In T. F. Heatherton, R. E. Kleck, M. R. Hebl, & J. G. Hull (Eds.), <i>The social psychology of stigma</i> (pp. 1-17). New York: Guilford.</p> <p>(2) ** Stangor, C., & Crandall, C. (2000). Threat and the social construction of stigma. In T. Heatherton, R. Kleck, M. Hebl, & J. Hull (Eds.), <i>The social psychology of stigma</i>. (pp. 62-87). New York: Guilford Press.</p> <p>(3) ** Goffman, E., (1963). Stigma: Notes on the management of spoiled identity. Simon & Schuster, Inc: NY (pp. 1-19)</p> <p>(4) Allport: Chapters 18, 19, 20, and 21</p>
Sept. 25	Cognitive approaches to Stigma and Prejudice	<p>Response & Discussion Questions # 2</p> <p>Try the Implicit Associations Test: https://implicit.harvard.edu/implicit/demo/selectatest.html</p> <p>(1) 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? <i>Journal of Personality and Social Psychology</i>, 69, 1013-1027.</p> <p>(2) Greenwald, A.G., McGhee, D.E., & Schwartz, J.L.K. (1998). Measuring individual differences in implicit cognition: The implicit associations test. <i>Journal of Personality and Social Psychology</i>, 74, 1464-1480.</p> <p>(3) Macrae, C.N., Milne, A.B., & Bodenhausen, G.V. (1994). Stereotypes as energy-saving devices: A peek inside the cognitive toolbox. <i>Journal of Personality and Social Psychology</i>, 66, 37-47.</p> <p>(4) Allport: Chapter 10</p>
Oct. 2	(cont'd)	<p>Response & Discussion Questions # 3</p> <p>(1) Bargh, J.A., Chen, M., & Burrows, L. (1996). Automaticity of social behavior: Direct effects of trait construct and stereotype activation on action. <i>Journal of Personality and Social Psychology</i>, 55, 726-737.</p> <p>(2) Devine, P.G. (1989). Stereotypes and prejudice: Their automatic and controlled components. <i>Journal of Personality and Social Psychology</i>, 56, 5-18.</p> <p>(3) Kunda, Z., & Oleson, K.C. (1995). Maintaining stereotypes in the face of disconfirmation: Constructing grounds for subtyping deviants. <i>Journal of Personality and Social Psychology</i>, 68, 565-579.</p>

Oct. 9	Sociocultural approaches to Stigma and Prejudice	<p style="text-align: center;">Response & Discussion Questions # 4</p> <p>(1) Steele, C.M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. <i>Journal of Personality and Social Psychology</i>, 69, 797-811.</p> <p>(2) Clark, R., Anderson, N.B., Clark, V.R., & Williams, D.R. (1999). Racism as a Stressor for African Americans: A Biopsychosocial Model. <i>American Psychologist</i>, 54, 805-816.</p> <p>(3) Blascovich, J., Mendes, W.B., Hunter, S.B., Lickel, B., & Kowai-Bell, N. (2001). Perceiver threat in social interactions with stigmatized others. <i>Journal of Personality and Social Psychology</i>, 80, 253-267.</p>
Oct. 16	(cont'd)	<p style="text-align: center;">Response & Discussion Questions # 5</p> <p>(1) Inzlicht, M. & Ben-Zeev, T. (2000). A threatening intellectual environment: Why females are susceptible to experiencing problem-solving deficits in the presence of males. <i>Psychological Science</i>, 11, 365-371.</p> <p>(2) Davies, P.G., Spencer, S.J., Quinn, D.M., & Gerhardstein, R. (2002). Consuming images: How television commercials that elicit stereotype threat can restrain women academically and professionally. <i>Personality and Social Psychology Bulletin</i>, 28, 1615-1628.</p> <p>(3) Woodzicka, J.A., & LaFrance, M. (2001). Real versus imagined gender harassment. <i>Journal of Social Issues</i>, 57, 15-30.</p>
Oct. 23	Individual differences/Moderators	<p style="text-align: center;">Response & Discussion Questions # 6</p> <p>(1) Monteith, M.J., Sherman, J.W., & Devine, P.G. (1998). Suppression as a stereotype control strategy. <i>Personality and Social Psychology Review</i>, 2, 63-82.</p> <p>(2) Monteith, M.J. (1993). Self-regulation of prejudiced responses: Implications for progress in prejudice reduction efforts. <i>Journal of Personality and Social Psychology</i>, 65, 469-485.</p> <p>(3) Moskowitz, G.B., Gollwitzer, P.M., Wasel, W., & Schaal, B. (1999). Preconscious control of stereotype activation through chronic egalitarian goals. <i>Journal of Personality and Social Psychology</i>, 77, 167-184,</p>
Oct. 30	(cont'd)	<p style="text-align: center;">Response & Discussion Questions # 7</p> <p>(1) Mendoza-Denton, R., Downey, G., Purdie, V.J., Davis, A., & Pietrzak, J. (2002). Sensitivity to status-based rejection: Implications for African American students' college experience. <i>Journal of Personality and Social Psychology</i>, 83, 896-918.</p> <p>(2) Davis, C., Aronson, J., & Salinas, M. (2006). Shades of threat: Racial identity as a moderator of stereotype threat. <i>Journal of Black Psychology</i>, 32, 399-418.</p> <p>(3) London, B., Downey, G., Rattan, A., & Tyson, D. (under review). Sensitivity to gender-based rejection: Perceptions of and coping with gender bias.</p> <p>(4) McCoy, S., & Major, B. (2003). Group identification moderates emotional responses to perceived prejudice. <i>Personality and Social Psychology Bulletin</i>, 29, 1005-1017.</p>
Nov. 6	Implications and consequences	<p style="text-align: center;">Response & Discussion Questions # 8</p> <p>(1) Crocker, J., Voelkl, K., Testa, M., & Major, B. (1991). Social stigma: The affective consequences of attributional ambiguity. <i>Journal of Personality and Social Psychology</i>, 60, 218-228.</p> <p>(2) Kaiser, C.R., & Miller, C.T. (2001). Stop complaining! The social costs of making attributions to discrimination. <i>Personality and Social Psychology Bulletin</i>, 27, 254-263.</p> <p>(3) Rosenthal, R., & Jacobson, L.E. (1968). Teacher expectations for the disadvantaged. <i>Scientific American</i>, 218.</p>

**** Final Paper Proposal Due in Class (1 pg. description) ****

Nov. 13	(cont'd)	<p style="text-align: center;">Response & Discussion Questions # 9</p> <p>(1) Klonoff, E.A., Landrine, H., Campbell, R. (2000). Sexist discrimination may account for well-known gender differences in psychiatric symptoms. <i>Psychology of Women Quarterly</i>, 24, 93-99.</p> <p>(2) Hebl, M.R., Foster, J.B., Mannix, L.M., & Dovidio, J.F. (2002) Formal and interpersonal discrimination: A field study of bias toward homosexual applicants. <i>Personality and Social Psychology Bulletin</i>, 28, 815-825.</p> <p>(3) 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. <i>Journal of Personality and Social Psychology</i>, 77, 1004-1010.</p>
Nov. 20	NO CLASS	<i>Correction Day: Follow a Thursday schedule</i>
Nov. 27	Prejudice Reduction	<p style="text-align: center;">Response & Discussion Questions # 10</p> <p>(1) Aronson, J., Fried, C., & Good, C. (2002). Reducing the effects of stereotype threat on African American college students by shaping theories of intelligence. <i>Journal of Experimental Social Psychology</i>, 38, 113-125.</p> <p>(2) Davies, P.G., Spencer, S.J., & Steele, C.M. (2005). Clearing the air: Identity safety moderates the effects of stereotype threat on women's leadership aspirations. <i>Journal of Personality and Social Psychology</i>, 88, 276-287.</p> <p>(3) Dovidio, J.F., & Gaertner, S. L. (1999). Reducing prejudice: Combating intergroup biases. <i>Current Directions in Psychological Science</i>, 8, 101-105.</p> <p>(4) Allport: Chapter 16</p>
Dec. 4	(cont'd)/ Individual Presentations	
Dec. 11.	Individual Presentations	** Final Paper Due in Class (1 pg. description) ** ** Portfolio Due in Class (1 pg. description) **