

STEREOTYPING AND PREJUDICE

Psychology 630, Fall 2020

Thursdays 1:30-4:20

ZOOM [Enter Here](#)

(in case you need: Meeting ID: 996 7441 3433, Passcode: 7vFHr6)



Instructor	Dr. Margo Monteith (she/her)
Office	PSYC 2140
Student Hours	Happy to talk or meet virtually! Please email me to set up a time.
Office Phone	496-9461 (My time in office will be limited this semester. Please email if you call but do not reach me.)
E-mail	mmonteit@purdue.edu

COURSE DESCRIPTION

This course is a graduate-level seminar designed so that students can undertake an in-depth examination of issues related to the social psychological study of stereotyping and prejudice. After a general introduction and historical overview, we will turn to a more detailed study of the social psychological foundations of stereotyping and prejudice. We will also emphasize the roles of implicit bias, prejudice reduction strategies, allyship, and social identity threat and belonging among people underrepresented minority groups and other people who experience bias. The course is designed not only to strengthen students' knowledge of the social psychological literature concerning stereotyping and prejudice, but also to encourage critical thinking and consideration of real-world implications and applications.

CLASS MEETINGS AND DATES

Our class meetings will be conducted online with Zoom (see link provided above). I will provide opening comments to orient us to the topic for the week and readings, sometimes providing what might be considered a bit of "lecturing." However, we will spend the majority of all class meetings discussing the topics and readings assigned for the week. For each class meeting please make sure your phone is off, your email is not opened, your browser is opened only to Zoom, and you have the readings and your reaction paper in front of you. Video will be on for all, and I will be looking to be sure that all are attending to the discussion! We will see how using the "raise hand" function in zoom works for us. We want to achieve a free-flowing discussion in which everyone participates.

Dates:

Aug 27	Oct 22	
Sept 3	Oct 29	Deadline for approval for research proposal direction
Sept 10	Nov 5	
Sept 17	Nov 12	
Sept 24	Nov 19	PROPOSAL PRESENTATIONS
Oct 1	Nov 26	NO CLASS, HOLIDAY
Oct 8	Dec 3	PROPOSAL PRESENTATIONS
Oct 15	Dec 8	PROPOSAL DUE BY 5:00pm

REQUIRED READINGS



The readings are identified below and are available as pdf files on Brightspace.

PROCEDURES AND REQUIREMENTS

1. Participation

Participation in class discussions is a required part of the course. For every class, you should develop a list of the issues that most intrigued you in the readings, the issues you found most puzzling, your perceptions of the strengths or weaknesses of the theories or studies represented in the readings, your sense of directions for theoretical development and future research, etc. These are just suggestions. The point is that you should think about the readings and their implications for advancing our understanding of stereotypes, prejudice, and intergroup relations. The direction and quality of the discussion depends on all participants, individually and collectively.

2. Reaction and Discussion Questions

Each week students will prepare a one-page response to the readings (single-spaced, typed; please do not use a bullet format!). Begin with an overall statement about broad focus of the week's readings and your general evaluation of what was covered in the readings. (2-3 sentences) In the remainder of your reaction, you may describe more specific reactions to the theoretical rationale for the empirical research, methodological rigor, statistical procedures, results, or implications. For theoretical articles/chapters, you might comment on the soundness and viability of the arguments, what you found interesting and why, shortcomings, etc. Please do not summarize information included in the readings. Focus on your reactions instead.

At the end of the response, two discussion questions for class should be posed. These may be based what you have already written or go in an entirely different direction. The questions should be substantive and somewhat broad rather than specific or focusing on particular methodological details from the readings.

Each one-page response (including the two discussion questions) should be emailed to Dr. Monteith by 10:30am before each class.

3. Research Proposal

Each student will complete a research proposal and a class presentation relevant to the proposal.

First, *identify your topic*: You will identify a topic related to stereotyping, prejudice, and/or discrimination that is of interest to you. This topic may be relevant to your own ongoing research (an excellent way to go) or something that you think is important to pursuing empirically. It may be related to issues we have covered in the course or to issues we have not been able to cover. Second, *conduct an initial literature search* to determine whether your topic is feasible. Third, *continue your examination of the existing literature* to develop your specific empirical direction. Fourth, *obtain my approval* for your research direction **no later than Thursday November 5**. You may set up a meeting with me or email with some background and identification of your research idea. Fifth, *begin your proposal preparation*.

The proposal should include the following sections: Introduction (approx. 5-7 pages), Method (approximately 3-6 pages), Anticipated Findings (i.e., predictions) (approx. 2-3 pages), Implications (why would these findings be important? What would they contribute to the literature? Would there be obvious ways in which to follow up in subsequent research?) (approx. 2-3 pages), and References.

You will have 20 minutes for your presentation. Present background, hypotheses, method, anticipated findings and implications in an engaging way. Please leave a little time at the end for questions.

Due Dates:

Research direction approved by me by **Thursday October 29**.

Proposal presentation on **November 19 and December 3**.

Proposals be due to me (please email) by 5:00pm on **Tuesday December 8** (earlier submissions welcomed!).

COURSE EVALUATION

Grades will be determined based on the following breakdown:

1. Weekly participation – 40% (are you present, paying attention, participating, demonstrating careful consideration of the readings and topic)
2. Weekly reaction papers – 30% (have you considered readings thoughtfully, demonstrated preparation for class, raised good questions)
3. Proposal presentation – 10%
4. Written research proposal – 20%

A = 90-100%, B = 80-89%, C = below 80%

TOPICS AND READINGS

Introduction, Definitions, Historical Overview (8/27)

- Allport, G.W. (1954). *The nature of prejudice*. New York: Addison-Wesley.
(Chapter 1)
- Duckitt, J. (2010). Historical overview. In J.F. Dovidio, M. Hewstone, P. Glick, and V.M. Esses (Eds.), *Prejudice, stereotyping and discrimination* (pp. 29-44). Thousand Oaks, CA: Sage.
- Fiske, S. (2000). Stereotyping, prejudice, and discrimination at the seam between the centuries: Evolution, culture, mind, and brain. *European Journal of Social Psychology*, *30*, 299-322.
- Shelton, N. (2000). A reconceptualization of how we study issues of racial prejudice. *Personality and Social Psychology Review*, *4*, 364-390.

Cognition (9/3)

- Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology*, *56*, 5-18.
- Eberhardt, J.L., Davies, P.G., Purdie-Vaughns, V.J., & Johnson, S.L. (2006). Looking deathworthy: Perceived stereotypicality of Black defendants predicts capital sentencing outcomes. *Psychological Science*, *17*, 383-386.
- Goff, P.A., Jackson, M.C., Di Leone, B.A.L., Culotta, C.M., DiTomasso, N.A. (2014). The essence of innocence: Consequences of dehumanizing Black children. *Journal of Personality and Social Psychology*, *47*, 526-545.
- Kang, S.K., & Bodenhausen, G.V. (2015). Multiple identities in social perception and interaction: Challenges and opportunities. *Annual Review of Psychology*, *66*, (pp. 547-574).
- Monteith, M.J., Woodcock, A., & Gulker, J.E. (2013). Automaticity and control in stereotyping and prejudice: The revolutionary role of social cognition across three decades. In D. Carlston (Ed.), *Oxford Handbook of Social Cognition* (pp. 74-94). New York: Oxford University Press.

Social Learning & Context (9/10)

- Axt, J.R., Ebersole, C.R., & Nosek, B.A. (2014). The rules of implicit evaluation by race, religion, and age. *Psychological Science*, 25, 1804-1815.
- 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*, 83, 359-378.
- Fiske, S. T., Cuddy, A. J. C., Glick, P., Xu, J. (2002). A model of (often mixed) stereotype content: Competence and warmth respectively follow from perceived status and competition. *Journal of Personality & Social Psychology*, 82, 878-902.
- Koenig, A.M., & Eagly, A. (2014). Evidence for the social role theory of stereotype content: Observations of groups' roles shape stereotypes. *Journal of Personality and Social Psychology*, 107, 371-392.
- Miller, D.I., Nolla, K.M., Eagly, A.H., & Uttal, D.H. (2018). The development of children's gender-science stereotypes: A meta-analysis of 5 decades of U.S. draw-a-scientist. *Child Development*, 89, 1943-1955.

Motivation & Threat (9/17)

- Craig, M. A., & Richeson, J. A. (2014). More diverse yet less tolerant? How the increasingly diverse racial landscape affects White Americans' racial attitudes. *Personality and Social Psychology Bulletin*, 40, 750-761.
- Dover, T. L., Major, B., & Kaiser, C. R. (2016). Members of high-status groups are threatened by pro-diversity organizational messages. *Journal of Experimental Social Psychology*, 62, 58-67.
- Kunda, Z., & Spencer, S.J. (2003). When do stereotypes come to mind and when do they color judgment? A goal-based theoretical framework for stereotype activation and application. *Psychological Bulletin*, 129, 522-544.
- Kraus, M.W., Onyeador, I.N., Daumeyer, N.M., Rucker, J.M., & Richeson, J.A. (2019). The misperception of racial economic inequality. *Perspectives on Psychological Science*, 14, 899-921.
- Phillips, L.T., & Lowery, B.S. (2020). I ain't no fortunate one: On the motivated denial of class privilege. *Journal of Personality and Social Psychology* (Advanced online publication)

Ideology (9/24)

- Ho, A.K., Sidanius, J., Kteily, N., Sheehy-Skeffington, J., Pratto, F., Henkel, K.E., Foels, R., & Stewart, A.L. (2015). The nature of social dominance orientation: Theorizing and measuring preferences for intergroup inequality using the new SDO₇ Scale. *Journal of Personality and Social Psychology*, *109*, 1003-1028.
- Holoien, D.S., & Shelton, J.N. (2012). You deplete me: The cognitive costs of colorblindness on ethnic minorities. *Journal of Experimental Social Psychology*, *48*, 562-565.
- Jost, J.T. (2019). A quarter century of system justification theory: Questions, answers, criticisms, and societal applications. *British Journal of Social Psychology*, *58*, 263-314.
- Rattan, A., & Ambady, N. (2013). Diversity ideologies and intergroup relations: An examination of colorblindness and multiculturalism. *European Journal of Social Psychology*, *43*, 12-21.
- Ramati-Ziber, L., Shnabel, N., & Glick, P. (2020). The Beauty Myth: Prescriptive Beauty Norms for Women Reflect Hierarchy-Enhancing Motivations Leading to Discriminatory Employment Practices. *Journal of Personality and Social Psychology*, *119*, 317-343.

Systemic Bias (10/1)

- Cooley, E. Hester, N., Copolli, W., Rivera, L.I., Abrams, K., Pagan, J., Sommers, S.R., & Payne, K. (2020). Racial biases in officers' decisions to frisk are amplified for Black people stopped among groups leading to similar biases in searches, arrests, and use of force. *Social Psychological and Personality Science*, *11*, 761-769.
- Hoffman, K.M., Trawalter, S., Axt, J.R., & Oliver, M.N. (2016). Racial bias in pain assessment and treatment recommendations, and false beliefs about biological differences between black and whites. *Proceedings of the National Academy of Science*, *113*, 4296-4301.
- Nosek, B.A., et al. (2009). National differences in gender-science stereotypes predict national sex differences in science and math achievement. *Proceedings of the National Academy of Science*, *106*, 10593-10597.
- Obermeyer, Z., Powers, B., Vogeli, C., & Mullainathan, S. (2019) Dissecting racial bias in an algorithm used to manage the health of populations. *Science*, *366*, 447-453.
- Okonofua, J.A., & Eberhardt, J.L. (2015). Two strikes: Race and the disciplining of young students. *Psychological Science*, *26*, 617-624. *** One more on next page!***

Payne, B.K., Vuletic, H.A., & Brown-Iaannuzzi, J.L. (2019). Historical roots of implicit bias in slavery. *Proceedings of the National Academy of Sciences*, *116*, 11693-11698.

Sexism, Sexual Prejudice (10/8)

Becker, J. C., & Wright, S. C. (2011). Yet another dark side of chivalry: Benevolent sexism undermines and hostile sexism motivates collective action for social change. *Journal of Personality and Social Psychology*, *101*, 62-77.

Connor, R. A., Glick, P., Fiske, S. T. (2017). Ambivalent sexism in the 21st century. In C. G. Sibley and F. K. Barlow (Eds.), *The Cambridge Handbook of the Psychology of Prejudice* (pp. 295-320). Cambridge: Cambridge University Press.

Rosette, A.S., & Livingston, R.W. (2012). Failure is not an option for black women: Effects of organizational performance on leaders with single versus dual-subordinate identities. *Journal of Experimental Social Psychology*, *48*, 1162-1167.

Rudman, L.A., Moss-Racusin, C.A., Phelan, J.E., & Nauts, S. (2012) Status incongruity and backlash effects: Defending the gender hierarchy motivates prejudice against female leaders. *Journal of Experimental Social Psychology*, *48*, 165-179.

Poteat, V. P., & Birkett, W. M. (2017). Sexual Prejudice: Advances in conceptual and empirical models. In C. G. Sibley and F. K. Barlow (Eds.), *The Cambridge Handbook of the Psychology of Prejudice* (pp. 371-391). Cambridge: Cambridge University Press.

Prejudice Reduction I. (10/15)

Burns, M. D., Parker, R. M., & Monteith, M. J. (2017). Self-regulation strategies for combatting prejudice. In C. G. Sibley and F. K. Barlow (Eds.), *The Cambridge Handbook of the Psychology of Prejudice* (pp. 500-518). Cambridge: Cambridge University Press.

Dovidio, J.F., Gaertner, S.L., & Kawakami, K. (2003). Intergroup contact: The past, present, and future. *Group Processes and Intergroup Relations*, *6*, 5-21.

Lai, C. K., Skinner, A. L., Cooley, E., Murrar, S., Brauer, M., ... Nosek, B. A. (2016). Reducing implicit racial preferences: II. Intervention effectiveness across time. *Journal of Experimental Psychology: General*, *145*, 1001-1016.

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Monteith, M.J., Burns, M.D., & Hildebrand, L.K. (2019). Navigating successful confrontations: What should I say and how should I say it? In R. Mallett and M.J. Monteith (Eds.) *Confronting prejudice and discrimination: The science of changing minds and behaviors* (pp. 225-248). San Diego, CA: Academic Press.

Tropp, L., & Pettigrew, T. (2005). Relationships between intergroup contact and prejudice among minority and majority status groups. *Psychological Science*, *16*, 951-957.

Prejudice Reduction II. (10/22)

Carter, E.R., Onyeador, I.N., & Lewis, N.A. Jr. (2020). Developing & delivering effective anti-bias training: Challenges & recommendations. *Behavioral Science & Policy*, *6*, 57-70.

Cox, W.T.L., & Devine, P.G. (2019). The prejudice habit-breaking intervention: An empowerment-based confrontation approach. In R. Mallett and M.J. Monteith (Eds.) *Confronting prejudice and discrimination: The science of changing minds and behaviors* (pp. 249-274). San Diego, CA: Academic Press.

Radke, H.R.M., Kutlaca, M., Siem, B., Wright, S.C., & Becker, J.C. (2020). Beyond allyship: Motivations for advantaged group members to engage in action for disadvantaged groups. *Personality and Social Psychology Review*. (Online first publication)

Tropp, L.R., & Barlow, F.K. (2018). Making Advantaged Racial Groups Care About Inequality: Intergroup Contact as a Route to Psychological Investment. *Current Directions in Psychological Science*, *27*, 194-199.

Intergroup Interactions (10/29)

Carr, P. B., Dweck, C. S., & Pauker, K. (2012). "Prejudiced" behavior without prejudice? Beliefs about the malleability of prejudice affect interracial interactions. *Journal of Personality and Social Psychology*, *3*, 452-471.

Bergsieker, H.B., Shelton, J.N., & Richeson, J.A. (2010). To be liked versus respected: Divergent goals in interracial interactions. *Journal of Personality and Social Psychology*, *99*, 248-264.

Goff, P.A., Steele, C.M., & Davies, P.G. (2008). The space between us: Stereotype threat and distance in interracial contexts. *Journal of Personality and Social Psychology*, *94*, 91-107.

Jacoby-Senghor, D., Sinclair, S., & Shelton, N.J (2016). A lesson in bias: The relationship between implicit racial bias and performance in pedagogical contexts. *Journal of Experimental Social Psychology*, *63*, 50-55. *** Cont. on next page!***

Trawalter, S., Richeson, J. A., & Shelton, J. N. (2009). Predicting behavior during interracial interactions: A stress and coping approach, *Personality and Social Psychological Review*, *13*, 243-268.

Social Identity Threat, Belonging I. (11/5)

Hall, W., Schmader, T., Aday, A., & Croft, E. (2018) Decoding the Dynamics of Social Identity Threat in the Workplace: A Within-Person Analysis of Women's and Men's Interactions in STEM. *Social Psychological and Personality Science*, *10*, 542-552.

Inzlicht, M., Kang, S.K. (2010). Stereotype threat spillover: How coping with threats to social identity affects aggression, eating, decision making, and attention. *Journal of Personality and Social Psychology*, *99*, 467-481.

Major, B., & Schmader, T. (2018). *Stigma, social identity threat, and health*. In B. Major, J. F. Dovidio, & B. G. Link (Eds.), *Oxford library of psychology. The Oxford handbook of stigma, discrimination, and health* (p. 85–103). Oxford University Press.

Silverman, A.M., & Cohen, G.L. (2014) Stereotypes as Stumbling-Blocks: How Coping With Stereotype Threat Affects Life Outcomes for People With Physical Disabilities. *Personality and Social Psychology Bulletin*, *40*, 1330-1340.

Steele, C.M. (1997). A threat is in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, *52*, 613-629.

Social Identity Threat, Belonging II. (11/12)

Cheryan, S., Plaut, V. C., Davies, P. G., & Steele, C. M. (2009). Ambient belonging: How stereotypical cues impact gender participation in computer science. *Journal of Personality and Social Psychology*, *97*, 1045-1060.

Cohen, G.L., Garcia, J., Apfel, N., & Master, A. (2006). Reducing the racial achievement gap: A social-psychological intervention. *Science*, *313*, 1307-1310.

Dennehy, T. C., & Dasgupta, N. (2017). Female peer mentors early in college increase women's positive academic experiences and retention in engineering. *Proceedings of the National Academy of Sciences*, *114*, 5964-5969.

Kirby, T.A., Tabak, J.A., Ilac, M., & Cheryan, S. (in press). The symbolic value of ethnic spaces. *Social Psychological and Personality Science*. (Online first publication)

Murrar, S., Campbell, M., & Brauer, M. (2020). Exposure to peers' pro-diversity attitudes increases inclusion and reduces the achievement gap. *NHB*, 1-9.