

# Psychology of Race, Prejudice & Stereotyping

## EDP 382C 6 Unique-10225

### Spring 2018

**\*\*\*YOU ARE RESPONSIBLE FOR ALL THE MATERIAL IN THIS SYLLABUS\*\*\***

<b>Instructor:</b>	Dr. Germiné Awad	<b>Office hours:</b>	Th 11-12
<b>Office:</b>	SZB 506H		
<b>Phone:</b>	471-0526		Other times by appointment
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**Lecture Time:** M 1-4 pm SZB 444

**Readings will be available on CANVAS in PDF Format.**

**Recommended/Optional Text:** Whitley B. E. & Kite M. E. (2010). The psychology of prejudice and discrimination (2<sup>nd</sup> Ed.). Belmont: Wadsworth. ISBN: 0-495-59964-6

#### **Course Description:**

This course reviews the history and evolution of the construct of race as a psychological and social phenomenon. While the course will be largely psychological in nature, the insidiousness of race in practically every sphere of life necessitates a multidisciplinary approach. As such, in addition to readings from psychology, students will also be exposed to ideas in the areas of anthropology, sociology, and biology. The course will emphasize a theoretical and conceptual approach toward understanding the psychology of racial thinking, prejudice and stereotyping.

#### **Course objectives:**

- 1). To provide knowledge and understanding of psychological research and theories related to race, prejudice and stereotyping.
- 2). Critically analyze theories and research related to the psychology of prejudice.
- 3). To understand the research methodology and methodology pertaining to the study of prejudice within psychology.

Grades will be based on the cumulative number of points earned in the class from the following elements:

Reflection papers:	45	points total
Article Critiques:	30	points total
Prejudice Measure Assignment	20	points
Discussion questions/Participation:	60	points total
Final Paper:	100	points

**Total Points = 255**

The following scale will be used to determine final grades:

222-228 points = B+	239-255 points = A	229-238 points = A-
196-203 points = C+	214-221 points = B	204-213 points = B-
170-177 points = D+	188-195 points = C	178-187 points = C-
162 or less = F	163-169 points = D	

### **Reflection papers:**

Students are expected to write 3 reflection papers in this class. Papers are expected to be between 2-3 double spaced pages. The entries are to reflect your **personal** observations of issues related to the course, your reaction to this information, and reflections on what you have read and learned.

Reflections are worth 15 points each. **Reflection papers must be TYPED.**

### **Article Critiques:**

Students will be asked to write three critique papers throughout the course of the semester. You can choose any article or group of articles in a given week to critique. You must turn in a total of 3 critique papers and you may choose which week of class that you will write a paper. You can critique the article's research methodology and/or theoretical framework among other aspects. Critique papers are expected to be at least two pages double spaced or one page single spaced. Please include the citation at the top of your paper. Article critiques are worth 10 points each **and must be TYPED.**

### **Prejudice Measure Assignment:**

You will be asked to analyze a measure of prejudice, discrimination, racial identity, or stereotyping. You will be asked to provide a history of the measure, rationale for construction, validity and reliability information, what constructs the measure is related to, how it has advanced the psychology of prejudice, and how it can be improved. This assignment is worth 20 points. Papers should be between 3-5 pages.

### **Discussion Questions & Participation:**

Every week you are expected to submit at least one discussion question per week based on the readings.

**Questions must be submitted to CANVAS by 8am the morning of each class day.** You are expected to attend and be prepared for every class period. Class discussion is usually based on the readings in the course. Therefore, you are expected to be an INFORMED participant in class discussion and you must attend every class. Your discussion question/participation grade will consist of the quality of your discussion questions, consistent attendance, as well as the quality of your class participation. You will be asked to lead discussions along with one of your classmates at some point in the semester.

### **Final Paper:**

Students are expected to write a **12-15 page, double-spaced** literature review and research proposal to address some significant issue relating to the psychology of prejudice, race and/or stereotyping. You may choose any topic covered in the course or related to prejudice. Paper topics must be approved by me in advance. The paper should be written in **APA style** which consists of a literature review and a methods section. There should also be a section within your methods where you address research methodology as it pertains to your project. You should consult the **APA style manual** to ensure that you are adhering to APA stylistic rules. Here are some helpful websites:

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

## **Policies**

### **Religious Holidays:**

Religious holy days sometimes conflict with class and examination schedules. If you miss an examination, work assignment, or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of The University of Texas at Austin that you must notify each of your instructors at least fourteen days prior to the classes scheduled on dates you will be absent to observe a religious holy day.

### **UT Honor Code**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

### **Academic Integrity**

You and other students are expected to "maintain absolute integrity and a high standard of individual honor in scholastic work" undertaken at the University ([Sec. 11-801](#), *Institutional Rules on Student Services and Activities*). This is a very basic expectation that is further reinforced by the University's [Honor Code](#). At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to: (1) acknowledge the contributions of other sources to your scholastic efforts; (2) complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them; (3) follow instructions for assignments and exams, (4) observe the standards of your academic discipline and (5) avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

Students found guilty of academic dishonesty (including all forms of cheating) will receive a grade of 0 (note the academic dishonesty policy refers to all work and tests in the course, not just exams). For further information about academic dishonesty, please visit: [http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)

### **CANVAS:**

This course uses Canvas, a Web-based course management system in which a password-protected site is created for each course. The readings that do not come out of the Handbook will be posted on Canvas. You will be responsible for checking the Canvas course site regularly for class work and announcements. As with all computer systems, there are occasional scheduled downtimes as well as unanticipated disruptions. Notification of these disruptions will be posted on the Canvas login page. Scheduled downtimes are not an excuse for late work. However, if there is an unscheduled downtime for a significant period of time, I will make an adjustment if it occurs close to the due date. Canvas is available at <http://courses.utexas.edu>. Support is provided by the ITS Help Desk at 475-9400 Monday through Friday 8 am to 6 pm, so plan accordingly.

### **University Email Notification Policy:**

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>. In this course e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements.

### **Disabilities:**

Students with disabilities who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259 voice or 471-4641) TTY for users who are deaf or hard of hearing). This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. Five business days before an exam the student should remind the instructor of any testing accommodations that will be needed. See website below for more information: <http://deanofstudents.utexas.edu/ssd/providing.php>

**Emergency Evacuation Policy and Other Emergency Instructions:**

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

In the event of an evacuation, follow the instruction of faculty or class instructors.

Do not re-enter a building unless given instructions by the following: The University of Texas at Austin Police Department, or Fire Prevention Services office.

Other important Emergency Information: <http://www.utexas.edu/safety/preparedness/>

**Behavior Concerns Advice Line: Use this resource to help fellow UT members about which you have concerns BCAL: 512-232-5050**

## Tentative Course Schedule

Approx. Date	Readings	Assignments & Information
1/22	Introduction- Famous Last words	
1/29	<b>Beyond Black &amp; White</b> Asian Americans? (Sonia Shah) Beyond Black/White: The Racisms of Our Time (Martinez Reading) Going Beyond Black and White, Hispanics in the Census Pick Other (Mireya Navarro) What the Census calls us? Arab Americans shouldn't be classified as white (Awad) The Political Color Line in America: Many "Peoples of Color" or Black Exceptionalism? (Sears & Savalei)	
2/5	<b>Race as Worldview</b> "The Noble Savage" and Science (Guthrie, ch1 reading) Zarate, M. (2009) Racism in the 21 <sup>st</sup> Century (Ch 19) Some Theoretical Considerations (Smedley ch.1) Etymology of the term "race" (Smedley ch. 2)	
2/12	<b>Does Race Exist?</b> Does Race Exist? A Proponent's Perspective (2001) by George W. Gill Does Race Exist? An Antagonist's Perspective (2001) by C. Loring Brace The Geometer of Race (1994) by Stephen Jay Gould Terms of Estrangement (1994) by James Shreeve Race and Color (1994) by Jared Diamond VIDEO 1: Race the Power of an Illusion	
2/19	<b>Introduction to Prejudice &amp; Discrimination</b> Dovidio, J. F., Glick P., & Rudman, L. A. (2005). Introduction: Reflecting on the Nature of Prejudice: Fifty years after Allport, In J.F. Dovidio, P. Glick, & L. A Rudman (Eds), <i>On the Nature of Prejudice: Fifty years after Allport.</i> (pp. 1-15). Malden, MA: Blackwell. Fredrickson (1999) Model of American Ethnic Relations: A Historical Perspective Stangor, C. (2009). The Study of Stereotyping, Prejudice, and Discrimination within a social psychology: A Quick History of Theory & Research. (Nelson, ch1) Fiske S. T. (2000). Stereotyping, prejudice, and discrimination at the seam between the centuries: Evolution, culture, mind and brain. <i>European Journal of Social Psychology</i> , 30, 299-322.	<b>Reflection paper Due</b>

Approx Date	Readings	Assignments & Information
2/26	<p><b>The Development of Prejudice</b></p> <p>Bigler, R. S., Jones, L. C., &amp; Lobliner, D. B. (1997). Social categorization and the formation of intergroup attitudes in children. <i>Child Development</i>, 68, 530-543.</p> <p>Bigler, R. S., &amp; Liben, L. S. (2007). Developmental intergroup theory: Explaining and reducing children's social stereotyping and prejudice. <i>Current Directions in Psychological Science</i>, 16, 162-166.</p> <p>Levy, S. R. &amp; Hughes, J. M. (2009). Development of Racial and Ethnic Prejudice in Children Chapter in T. Nelson (ed.), <i>Handbook of Prejudice</i>. Hillsdale, NJ: Erlbaum. (ch2)</p>	
3/5	<p><b>Motivation and Cognition in Prejudice</b></p> <p>Fein, S., &amp; Spencer, S. J. (1997). Prejudice as self-image maintenance: Affirming the self through derogating others. <i>Journal of Personality and Social Psychology</i>, 73, 31-44.</p> <p>DeSteno, D. et al. (2004). Prejudice from thin air: The effect of emotion on automatic intergroup attitudes. <i>Psychological Science</i>, 15, 319-324.</p> <p>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>Lepore, L., &amp; Brown, R. (1997). Category and stereotype activation: Is prejudice inevitable? <i>Journal of Personality and Social Psychology</i>, 72, 275-287.</p>	<b>Paper Topic Due</b>
3/12	<b>Spring Break</b>	
3/19	<p><b>Modern Forms of Prejudice &amp; Racism</b></p> <p>Dovidio, J. F., &amp; Gaertner, S. L. (2004). Aversive racism. In M. P. Zanna (Ed.), <i>Advances in experimental social psychology</i> (Vol. 36, pp. 1-52). San Diego, CA: Academic Press.</p> <p>Gawronski, B., Peters, K. R., Brochu, P. M., &amp; Strack, F. (2008). Understanding the relations between different forms of racial prejudice: A cognitive consistency perspective. <i>Personality and Social Psychology Bulletin</i>, 34, 648-665.</p> <p>Neville, H. A., Awad, G. H., Brooks, J. E., Flores, M. P., &amp; Bluemel, J. (2013). Color-blind racial ideology: Theory, training, and measurement implications in psychology. <i>American Psychologist</i>, 68(6), 455-466.</p> <p>Sniderman, P. M., Piazza, T., Tetlock, P. E., &amp; Kendrick, A. (1991). The new racism. <i>American Journal of Political Science</i>, 35, 423-447.</p>	<b>Reflection paper due</b>

Approx Date	Readings	Assignments & Information
3/26	<p><b>Measurement of Prejudice and Stereotypes</b></p> <p>Olson, M. (2009). Measures of Prejudice. Chapter in T. Nelson (ed.), <i>Handbook of Prejudice</i>. Hillsdale, NJ: Erlbaum. (ch18)</p> <p>Brendl, C. M., Markman, A. B., &amp; Messner, C. (2001). How do indirect measures of evaluation work? Evaluating the inference of prejudice in the Implicit Association Test. <i>Journal of Personality and Social Psychology</i>, 81, 760-773.</p> <p>Olson, M. A. &amp; Fazio (2003). Relations between implicit measures of prejudice: What are we measuring? <i>Psychological Science</i>, 14, 636-639.</p> <p>GO TO IAT Website and take the test.</p>	
4/2	<p><b>Ideology and Individual Differences</b></p> <p>Altemeyer, R. (1994). Reducing prejudice in right-wing authoritarians. In M. P. Zanna &amp; J. M. Olson (Eds.) <i>The Psychology of Prejudice: The Ontario Symposium</i> (Volume 7; pp. 131-148). Hillsdale, NJ: Erlbaum.</p> <p>Jost, J. T., Banaji, M. R., &amp; Nosek, B. A. (2004). A decade of system justification theory: Accumulated evidence of conscious and unconscious bolstering of the status quo. <i>Political Psychology</i>, 25, 881-919.</p> <p>Duckit, J., Wagner, C., du Plessis, I., &amp; Birum, I. (2002). The psychological basis of ideology and prejudice: Testing a dual process model. <i>Journal of Personality and Social Psychology</i>, 83, 75-93.</p> <p>Pratto, Felicia, James Sidanius, Lisa M. Stallworth, and Bertram F. Malle. 1994. Social dominance orientation: A personality variable predicting social and political attitudes. <i>Journal of Personality and Social Psychology</i> 67, 741-763.</p>	<b>Prejudice Measure Paper Due</b>
4/9	<p><b>Target's Perspective</b></p> <p>Crocker, J., &amp; Quinn (1998). Racism and self-esteem. In J. L. Eberhardt &amp; S. T. Fiske (Eds.), <i>Confronting racism: The problem and the response</i> (pp.169-187) Thousand Oaks: Sage.</p> <p>Major, B., &amp; Sawyer, P. J. (2009). Attributions to discrimination: Antecedents and consequences. In T. D. Nelson (Ed.), <i>Handbook of prejudice, stereotyping, and discrimination</i> (pp. 89-110). New York: Psychology Press.</p> <p>Aronson, J., &amp; McGlone, M. S. (2009). Stereotype and social identity threat. In T. D. Nelson (Ed.), <i>Handbook of prejudice, stereotyping, and discrimination</i> (pp. 153-178). New York: Psychology Press.</p> <p>Vandiver, B. J., Fhagen-Smith, P. E., Cokley, K. O., Cross, W. J., &amp; Worrell, F. C. (2001). Cross's nigrescence model: From theory to scale to theory. <i>Journal Of Multicultural Counseling And Development</i>, 29(3), 174-200.</p>	<b>Reflection Paper Due</b>

Approx Date	Readings	Assignments & Information
4/16	<p><b>Perceived Discrimination &amp; Minority Stress</b></p> <p>Awad, G. H. (2010). The impact of acculturation and Religious identification on perceived discrimination for Arab/Middle Eastern Americans. <i>Cultural Diversity And Ethnic Minority Psychology</i>, 16(1), 59-67.</p> <p>Cokley, K., McClain, S., Enciso, A &amp; Martinez, M. (2013). An examination of minority status stress and imposter feelings on the mental health of diverse ethnic minority college students. <i>Journal of Multicultural Counseling and Development</i>, 41, 82- 95.</p> <p>Nadal, K. L., Davidoff, K. C., Davis, L. S., Wong, Y., Marshall, D., &amp; McKenzie, V. (2015). A qualitative approach to intersectional microaggressions: Understanding influences of race, ethnicity, gender, sexuality, and religion. <i>Qualitative Psychology</i>, 2(2), 147-163.</p> <p>Tucker, R. P., Wingate, L. R., &amp; O'Keefe, V. M. (2016). Historical loss thinking and symptoms of depression are influenced by ethnic experience in American Indian college students. <i>Cultural Diversity and Ethnic Minority Psychology</i>, 22, 350-358.</p>	
4/23	<p><b>Prejudice Reduction</b></p> <p>Kenworthy, J. B., Turner, R. N., Hewstone, M., &amp; Voci, A. (2005). Intergroup contact: When does it work, and why? In J. F. Dovidio, P. Glick, &amp; L. Rudman (Eds.) <i>On the nature of prejudice: Fifty years after Allport</i> (pp. 278-292). Malden, MA: Blackwell.</p> <p>Weber, R. &amp; Crocker, J. (1983). Cognitive processes in the revision of stereotyping beliefs. <i>Journal of Personality and Social Psychology</i>, 45, 961-977.</p> <p>Gaertner, S. L. &amp; Dovidio, J. F. (2009) A Common Ingroup Identity: A Categorization-based approach for reducing intergroup bias. (ch 24, Nelson)</p> <p>Monteith, M J. &amp; Mark A. Y. (2009). The self-regulation of prejudice (Ch 25, Nelson)</p>	<b>Final Paper Due</b>
4/30	<p><b>Wrap-up</b></p> <p>Current Topics in Race, Prejudice &amp; Stereotyping</p>	

**NOTE. THIS SCHEDULE SHOULD BE CONSIDERED TENTATIVE. I RESERVE THE RIGHT TO TAKE MORE OR LESS TIME ON TOPICS. YOU WILL BE GIVEN AMPLE NOTICE IF AN EXAM DAY IS CHANGED. \*READINGS AVAILABLE ON BLACKBOARD**