

**ddPsychology 167AC
Stigma and Prejudice**

Time: TBD

Location: TBD

Course overview:

Traditionally, research on prejudice and stereotyping has focused on the psychological mechanisms that lead people to be biased against others. More recent research has begun to also shed light on the psychological legacy of prejudice and stereotyping for their targets. This survey lecture course will review the major contributions of each of these literatures, providing students with a broad understanding of both classic and current issues in the field. The course will be roughly divided into three sections: bias (i.e., the actor's perspective), stigma (i.e., the target's perspective), and intergroup relations. Special emphasis will be placed on understanding and evaluating original research articles. Class discussion will be encouraged.

Professor:

TBD

Office Hours: TBD

GSIs:

TBD

Office Hours: TBD

TBD

Office Hours: TBD

TBD

Office Hours: TBD

Psychology Major Program Learning Goals

Through a mixture of course lectures, readings, section exercises and discussions, as well as exams and the end-of-semester project, this course aims to address facets of each of the seven program learning goals of the Psychology Major at UC Berkeley. The seven broad program goals are listed below, with the goals and guidelines that are specific to this course highlighted in boldface.

1. Understand basic concepts that characterize psychology as a field of scientific inquiry, and appreciate the various subfields that form the discipline as well as things that differentiate it from other related disciplines. **What characterizes the study of prejudice from a psychological-- as opposed to an anthropological or sociological-- approach? What are the psychological implications of being a target of discrimination?**
2. Develop an understanding of the central questions/issues in contemporary psychology as well as a historical perspective of psychological theories and key empirical data **How has the study of prejudice changed since its beginnings? How has our understanding of the processes surrounding prejudice and discrimination changed? What are the key questions in the field that will guide research over the next 20 years?**
3. Develop a thorough understanding of one of the major content areas of psychology (i.e., Social/Personality, Developmental, Clinical, Cognitive, Biological). **The topic of prejudice and stigma can be approached from each of the five sub-disciplines above. Which sub-discipline do you find most appealing for your own study of prejudice and stigma? Think about how you can focus on one sub-discipline in your end-of-semester project.**
4. Develop skills to critically evaluate the presentation of scientific ideas and research in original scientific papers as well as in the popular media. **The course readings are almost entirely composed of original research papers; the course is specifically designed as an introduction to understanding and evaluating original research.**
5. Become familiar with research methods used in psychological research, and become proficient in basic concepts of statistical analyses and familiar with more advanced methods in data analyses and modeling. **The course is designed to give you an overview of the different methods used to study prejudice and stigma; the course project will give you a chance to apply statistical data analysis to an original data set.**
6. Learn to develop, articulate, and communicate, both orally and in written form, a testable hypothesis, or an argument drawing from an existing body of literature. **With our help, you will be able to accomplish this goal and report on the analyses in #5 above.**
7. Apply a psychological principle to an everyday problem, or take an everyday problem and identify the relevant psychological mechanisms/issues. **We will discuss questions around criminal justice, education, health, as well as the unique sociopolitical environment we are living through today, in relation to prejudice and stigma.**

RPP requirement:

In order to know how to participate in studies through the Research Participation Program (RPP), please read completely the document, "RPP Information for students". Then, set up a Sona account as instructed. We recommend doing this as soon as possible. If you have any questions, you can contact RPP at rpp@berkeley.edu. Please also see the deadlines listed on the [RPP webpage](#).

Grading:

25%: Your highest scoring exam

15%: Your second highest scoring exam

20%: Section attendance/participation/engagement and assignment completion.
Sections begin **TBD**

Note: You may miss 1 section without penalty.

35%: End of semester assignment (TBA), due TBD

5%: RPP requirement

Course Reader:

Available for purchase at Copy Central Square, 1971 Shattuck Avenue, Berkeley, CA, (510) 848-7034 for **\$37.02**.. Two copies of the reader will be placed at TBD.

UC Berkeley's Principles of Community:

We will hold each other accountable to these principles:

- We place honesty and integrity in our teaching, learning, research and administration at the highest level.
- We recognize the intrinsic relationship between diversity and excellence in all our endeavors.
- We affirm the dignity of all individuals and strive to uphold a just community in which discrimination and hate are not tolerated.
- We are committed to ensuring freedom of expression and dialogue that elicits the full spectrum of views held by our varied communities.
- We respect the differences as well as the commonalities that bring us together and call for civility and respect in our personal interactions.
- We believe that active participation and leadership in addressing the most pressing issues facing our local and global communities are central to our educational mission.
- We embrace open and equitable access to opportunities for learning and development as our obligation and goal.

| SCHEDULE AT A GLANCE | | | |
|-----------------------------|--------------------|-------------------------------------|--|
| Date | Day of week | Topic | Readings |
| TBD | | | Organizational |
| TBD | | Overview | Miner 1956; Jordan & Zanna, 1999 |
| TBD | | From Explicit to Implicit Bias | Word, Zanna, & Cooper, 1974; Correll, Park, Judd, Wittenbrink, 2002; Mendoza-Denton & Perez, 2016 |
| TBD | | The Scientific Method | Goldacre, 2010 |
| TBD | | Big Data | |
| TBD | | Guest Lecture | TBA |
| TBD | | Bystander intervention | Shelton & Stewart, 2002; Nelson, Dunn, & Paradies, 2011 |
| TBD | | No Class: Presidents' Day | |
| TBD | | Bias and Health | Leitner, Hehman, Ayduk, & Mendoza-Denton, 2016; Rheinschmidt-Same, John-Henderson, & Mendoza-Denton, 2016 |
| TBD | | Bias and Criminal Justice/Education | Eberhardt, Goff, Purdie, and Davies, 2004; Goff, Jackson, Di Leone, Culotta, & DiTomasso, 2014; Okonofua & Eberhardt, 2015 |
| TBD | | Review | |
| TBD | | Midterm | |
| TBD | | Movie: If These Halls Could Talk | |
| TBD | | Self-esteem | Cohen & Nisbett, 1997; Major, Kaiser, & McCoy, 2003; Crocker & Major, 1989 |
| TBD | | No Class: Spring Recess | |
| TBD | | Threat | Steele & Aronson, 1995; Steele, 1997; Cohen, Steele, & Ross, 1999; Mendoza-Denton, Kahn, & Chan, 2008 |
| TBD | | Identity | Cheryan & Bodenhausen, 2000; Telesford, Mendoza-Denton & Worrell, 2013 |
| TBD | | Interventions | Cohen, Garcia, Apfel, & Master, 2006; McCord, 1978; Lai et al., 2014; Okonofua, Paunesku, & Walton, 2016 |
| TBD | | Intergroup Relations | Shelton, Trail, & West, 2010; Vorauer & Sakamoto, 2006 |
| TBD | | Reading/Review/Recitation Week | |
| TBD | | Final | |

References

- Cheryan, S., & Bodenhausen, G. (2000). When positive stereotypes threaten intellectual performance: The psychological hazards of “model minority” status. *Psychological Science, 11*(5), 399-402.
- Cohen, D., & Nisbett, R. E. (1994). Self-protection and the culture of honor: Explaining southern violence. *Personality and Social Psychology Bulletin, 20*(5), 551-567.
- Cohen, G., Garcia, J, Apfel, N, & Master, A (2006). Reducing the racial achievement gap: A social-psychological intervention. *Science, 313*(5791), 1307-1310.
- Cohen, G., Steele, C., & Ross, L. (1999). The mentor’s dilemma: Providing critical feedback across the racial divide. *Personality and Social Psychology Bulletin, 25*(10), 1302-1318.
- Correll, J., Park, B., Judd, C., & 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.
- Crocker, J., & Major, B. (1989). Social stigma and self-esteem: The self-protective properties of stigma. *Psychological Review, 96*(4), 608–630.
- Eberhardt, J., Goff, P., Purdie, V., & Davies, P. (2004). Seeing Black: Race, Crime, and Visual Processing. *Journal of Personality and Social Psychology, 87*(6), 876-893.
- Goff, P., Jackson, M., Di Leone, B., Culotta, C., & DiTomasso, N. (2014). The essence of innocence: Consequences of dehumanizing Black children. *Journal of Personality and Social Psychology, 106*(4), 526-545.
- Goldacre, B. (2010). Why clever people believe stupid things. In *Bad Science: Quacks, hacks, and big pharma flacks* (pp. 172-185). New York: Faber and Faber.
- Jordan, C. H., & Zanna, M. P. (1999). How to read a journal article in social psychology. In R. F. Baumeister (Ed.), *The self in social psychology* (pp. 461-470). Philadelphia: Psychology Press.
- Lai, C., Marini, M., Lehr, S., Cerruti, C., Shin, J., & Joy-Gaba, J. et al. (2014). Reducing implicit racial preferences: I. A comparative investigation of 17 interventions. *Journal of Experimental Psychology: General, 143*(4), 1765-1785.
- Leitner, J., Hehman, E., Ayduk, O., & Mendoza-Denton, R. (2016). Blacks’ death rate due to circulatory diseases is positively related to Whites’ explicit racial bias. *Psychological Science, 27*(10), 1299-1311

- Major, B., Kaiser, C., & McCoy, S. (2003). It's not my fault: When and why attributions to prejudice protect self-esteem. *Personality and Social Psychology Bulletin*, 29(6), 772-781.
- McCord, J. (1978). A thirty-year follow-up of treatment effects. *American Psychologist*, 33(3), 284-289.
- Mendoza-Denton, R., Kahn, K., & Chan, W. (2008). Can fixed views of ability boost performance in the context of favorable stereotypes?. *Journal of Experimental Social Psychology*, 44(4), 1187-1193.
- Mendoza-Denton & Perez (2016). Racism and the narrative of biological inevitability. *Othering & Belonging*, 1(1), 41-53.
- Miner, H. (1956). Body ritual among the Nacirema. *American Anthropologist*, 58(3), 503-507.
- Nelson, J., Dunn, K., & Paradies, Y. (2011). Bystander anti-racism: A review of the literature. *Analyses of Social Issues and Public Policy*, 11(1), 263-284.
- Okonofua, J., & Eberhardt, J. (2015). Two strikes: Race and the disciplining of young students. *Psychological Science*, 26(5), 617-624.
- Okonofua, J., Paunesku, D., & Walton, G. (2016). Brief intervention to encourage empathic discipline cuts suspension rates in half among adolescents. *Proceedings of the National Academy of Sciences*, 113(19), 5221-5226.
- Rheinschmidt-Same, M., John-Henderson, N., & Mendoza-Denton, R. (2016). Ethnically-Based Theme House Residency and Expected Discrimination Predict Downstream Markers of Inflammation Among College Students. *Social Psychological and Personality Science*, 8(1), 102-111.
- Shelton, J. N., & Stewart, R. E. (2004). Confronting perpetrators of prejudice: The inhibitory effects of social costs. *Psychology of Women Quarterly*, 28(3), 215-223.
- Shelton, J. N., West, T. V., & Trail, T. E. (2010). Concerns about appearing prejudiced: Implications for anxiety during daily interracial interactions. *Group Processes & Intergroup Relations*, 13(3), 329-344.
- Steele, C., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. *Journal of Personality and Social Psychology*, 69(5), 797-811.
- Steele, C. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52(6), 613-629.

- Telesford, J., Mendoza-Denton, R., & Worrell, F. (2013). Clusters of CRIS scores and psychological adjustment. *Cultural Diversity And Ethnic Minority Psychology, 19*(1), 86-91.
- Vorauer, J. D., & Sakamoto, Y. (2006). I thought we could be friends, but...systematic miscommunication and defensive distancing as obstacles to cross-group friendship formation. *Psychological Science, 17*(4), 326-331.
- Word, C., Zanna, M., & Cooper, J. (1974). The nonverbal mediation of self-fulfilling prophecies in interracial interaction. *Journal of Experimental Social Psychology, 10*(2), 109-120.