

# Stereotyping & Prejudice

## Course Syllabus

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### Basic Information:

<b>Section:</b>	Psych 366-CN	<b>Instructor:</b>	Christopher Petsko
<b>Term:</b>	Winter, 2020	<b>Email:</b>	petsko@u.northwestern.edu
<b>Location:</b>	Wieboldt Hall, 712	<b>Phone:</b>	(847) 467-6560
<b>Meeting Times:</b>	Thurs., 6:15 – 9:15PM		




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### Overview:

This class will provide you with an overview of what behavioral science can tell us about stereotyping and prejudice. The first five weeks will center on the question of why scientists study stereotyping and prejudice in the first place—that is, what is it that makes these forces so consequential? The second five weeks will center on the question of why ordinary people (like you and me) engage in stereotyping and prejudice—how did these pernicious forces get inside our heads, and why do we ever use them?

If you do all the readings and participate in class discussion, you will be able to:

- Recount major scientific perspectives on how stereotyping and prejudice manifest.
- Cite consequential behaviors that result from stereotyping and prejudice.
- Discuss the complexities of prejudice—that it's sometimes ambivalent, for example.
- Explain why people use stereotypes, and when they are likely to guide human behavior.
- Articulate the take-home points of 28 scientific papers!

### Course Format and Requirements:

**This seminar requires that you read two scientific papers in advance of each class.** However, there will be one week during this quarter in which you read a third paper—a 'bonus paper'—that no one else in the class will read. On that week, you will not only be responsible for reading the two standard papers, but also for presenting the bonus paper to the class in the form of an oral presentation (no more than 15-20 minutes). The inclusion of bonus papers gives you the chance to distill empirical findings into everyday language, and it gives all of us the chance to learn about additional readings.

**For each scientific article you read, you are to create a Musing Sheet**, which you will turn in no later than one hour before each class. These documents are typed-up, bullet-pointed lists of ideas that capture your attention while reading each of the assigned articles. The function of these Musing Sheets is to create fodder for class discussion. If you think the authors of a given article are wrong about something, add it to that article's Musing Sheet. If you think the way the authors measured ageism is garbage, add it to that article's Musing Sheet. If you wonder what the authors' results would look like if they had conducted their experiments differently, add these thoughts to the article's Musing Sheet! Musing Sheets don't need to be grammar-checked or carefully composed—they just need to be worth discussing. Each Musing Sheet should be three-quarters to one full page long. Example Musing Sheets are uploaded to the Canvas website.

**There will be two exams in this class.** These exams will feature multiple-choice, short-answer, and extended response questions. The first exam will be an open-note take-home exam, which will be distributed to you at the end of class on Week 5 (Feb. 6<sup>th</sup>). The second exam will be administered in class on March 19<sup>th</sup> in our usual class location. Each exam is worth 20% of your grade. The presentation you give on your bonus paper is worth 10% of your grade. Participation is worth 10% of your grade, and Musing Sheets are worth a 40% of your grade. Note that if you do not turn in Musing Sheets, you will not be able to pass this course.

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## Course Timeline:

Jan. 9 <sup>th</sup>	What even is stereotyping and prejudice?
Jan. 16 <sup>th</sup>	Sexism and homophobia
Jan. 23 <sup>rd</sup>	Racism
Jan. 30 <sup>th</sup>	Ageism
Feb. 6 <sup>th</sup>	Stereotyping at the margins of multiple stigmatized identities [Take-Home Exam]
Feb. 13 <sup>th</sup>	Explanations for stereotyping and prejudice (biological) [Take-Home Exam Due]
Feb. 20 <sup>th</sup>	Explanations for stereotyping and prejudice (cognitive)
Feb. 27 <sup>th</sup>	Explanations for stereotyping and prejudice (motivational)
Mar. 5 <sup>th</sup>	Explanations for stereotyping and prejudice (societal)
Mar. 12 <sup>th</sup>	Hitting the “off” switch?
Mar. 19 <sup>th</sup>	Final Exam [in-class]

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## Class Policies Worth Noting:

Class attendance is mandatory and class absences must be accompanied by a doctor’s note or legal document that justifies the absence. There is no extra credit for the class, and there is no way to make up missed Musing Sheets (unless excused by a doctor’s or legal note). Make-up exams can be accommodated in the event of a medical or legal emergency. Students with disabilities who are seeking special accommodations should email me directly. There will be no office hours for this class, as my office is in Evanston and class is in Chicago. However, I will be available by email and by office phone during business hours: (847) 467-6560.

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## Readings:

Bonus readings are marked with an asterisk. You are not responsible for reading bonus readings unless it is your week to present. All readings are available as PDFs on this course’s Canvas page.

**What even is stereotyping and prejudice?** [A Musing Sheet is NOT required for the first class.]

Aronson, E. (2012). Prejudice. In E. Aronson (Ed.). *The Social Animal, 11<sup>th</sup> Edition*. (pp. 301-355).

### Sexism and homophobia

Glick, P., & Fiske, S. T. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality. *American Psychologist, 56*, 109-118.

Sanchez, F. J., & Vilain, E. (2012). “Straight-acting gays”: The relationship between masculine consciousness, anti-effeminacy, and negative gay identity. *Archives of Sexual Behavior, 41*, 111-119.

\*Moss-Racusin, C. A., Dovidio, J. F., Brescoll, V. L., Graham, M. J., & Handelsman, J. (2012). Science faculty’s subtle gender biases favor male students. *Proceedings from the National Academy of Sciences, 109*, 16474-16579.

### Racism

Pearson, A. R., Dovidio, J. F., & Gaertner, S. L. (2009). The nature of contemporary prejudice: Insights from aversive racism. *Social and Personality Psychology Compass, 3*, 1-25.

- Bertrand, M., & Mullainathan, S. (2004). Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination. *The American Economic Review*, *94*, 991-1013.
- \*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.

### **Ageism**

- Cuddy, A. J. C., Norton, M. I., & Fiske, S. T. (2005). This old stereotype: The pervasiveness and persistence of the elderly stereotype. *Journal of Social Issues*, *61*, 267-285.
- Levy, B. R., Slade, M. D., Kunkel, S. R., & Kasl, S. V. (2002). Longevity increased by positive self-perceptions of aging. *Journal of Personality and Social Psychology*, *83*, 261-270.
- \*Levy, B. R., Slade, M. D., Pietrzak, R. H., & Ferrucci, L. (2018). Positive age beliefs protect against dementia even among elders with high-risk gene. *PLoS ONE*, *13*:e0191004.

### **Stereotyping at the margins of multiple stigmatized identities**

- Purdie-Vaughns, V., & Eibach, R. P. (2008). Intersectional invisibility: The distinctive advantages and disadvantages of multiple subordinate-group identities. *Sex Roles*, *59*, 377-391.
- Petsko, C. D., & Bodenhausen, G. V. (2019). Racial stereotyping of gay men: Can a minority sexual orientation erase race? *Journal of Experimental Social Psychology*, *83*, 37-54.
- \*Livingston, R. W., Rosette, A. S., & Washington, E. F. (2012). Can an agentic Black woman get ahead? The impact of race and interpersonal dominance on perceptions of female leaders. *Psychological Science*, *23*, 354-358.

### **Explanations for stereotyping and prejudice (biological)**

- Faulkner, J., Schaller, M., Park, J. H., & Duncan, L. A. (2004). Evolved disease-avoidance mechanisms and contemporary xenophobic attitudes. *Group Processes & Intergroup Relations*, *7*, 333-353.
- Kurzban, R., Tooby, J., & Cosmides, L. (2001). Can race be erased? Coalitional computation and social categorization. *Proceedings from the National Academy of Sciences*, *98*, 15387-15392.
- \*Kleppetø, T. H., Czajkowski, N. O., Vassend, O., Røysamb, E., Eftedal, N. H., Sheehy-Skeffington, J., Kunst, J. R., & Thomsen, L. (2019). Correlations between social dominance orientation and political attitudes reflect common genetic underpinnings. *Proceedings from the National Academy of Sciences*, *116*, 17741-17746.

### **Explanations for stereotyping and prejudice (cognitive)**

- Stangor, C. (2011). Social categorization and stereotyping. In C. Stangor, R. Jhangiani, & H. Terry (Eds.), *Principles of Social Psychology – 1<sup>st</sup> International Edition*. Open License: Victoria, BC.
- Gilbert, D. T., & Hixon, J. G. (1991). The trouble of thinking: Activation and application of stereotypic beliefs. *Journal of Personality and Social Psychology*, *60*, 509-517.
- \*Hamilton, D. L., & Gifford, R. K. (1976). Illusory correlation in interpersonal perception: A cognitive basis of stereotypic judgments. *Journal of Experimental Social Psychology*, *12*, 392-407.
- \*Bodenhausen, G. V. (1990). Stereotypes as judgmental heuristics: Evidence of circadian variations in discrimination. *Psychological Science*, *5*, 319-322.

### **Explanations for stereotyping and prejudice (motivational)**

- Tajfel, H. (1970). Experiments in intergroup discrimination. *Scientific American*, *223*, 96-103.
- Fein, S., & Spencer, S. J. (1997). Prejudice as self-image maintenance: Affirming the self through derogating others. *Journal of Personality and Social Psychology*, *73*, 31-34.

\*Cikara, M., & Fiske, S. T. (2012). Stereotypes and schadenfreude: Affective and physiological markers of pleasure at outgroup misfortunes. *Social Psychological and Personality Science*, 3, 63-71.

### **Explanations for stereotyping and prejudice (societal)**

Koenig, A. M., & Eagly, A. H. (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.

Payne, B. K., Vuletich, H. A., & Lundberg, K. B. (2017). The bias of crowds: How implicit bias bridges personal and systemic prejudice. *Psychological Inquiry*, 28, 233-248.

\*Skinner, A. L., Meltzoff, A. N., & Olson, K. R. (2017). "Catching" social bias: Exposure to biased nonverbal signals creates social biases in preschool children. *Psychological Science*, 28, 216-224.

### **Hitting the "off" switch?**

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, 808-817.

Paluck, E. L., & Green, D. P. (2009). Prejudice reduction: What works? A review and assessment of research and practice. *Annual Review of Psychology*, 60, 339-367.

\*Brookman, D., & Kalla, J. (2016). Durably reducing transphobia: A field experiment on door-to-door canvassing. *Science*, 352, 220-224.