

# Stigma and Prejudice (Fall 2020)

Psychology 167AC

## Stigma and Prejudice

Fall 2020

### 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 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.

Lecture will be **asynchronous**; with time for questions submitted beforehand that I will answer.

Exams will be **asynchronous** as well.

Sections and GSI office hours will be **synchronous**.

### Professor:

Rodolfo Mendoza-Denton

Office hours: Mondays 2:30-4 PM, starting August 31

Sign up [here](#) ☞ . 15-minute slots available.

### GSIs:

Rongzhi Liu

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Office hours: Thursdays, 3:30-4:30pm PST

Sign up [here](#) ☞ (15-minute slots available)

Sierra Semko

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Office hours: Tuesdays, 9-10 AM PST

Sign up [here](#) ☞ (15-minute appointments available)

### Grading:

20%: Your highest scoring exam

10%: Your second highest scoring exam

20%: Section attendance/participation/engagement and question submission.

Sections begin **September 1, 2020**. You may miss 1 section without penalty.

10%: Question submissions for lecture

35%: End of semester assignment (TBA), due **December 1, 2020**.

5%: RPP requirement: Please read the document, "RPP Information for students", which has been updated with new information for this year. Make sure you sign up for a SONA account. We recommend doing this as soon as possible. If you have any questions, you can contact RPP at [rpp@berkeley.edu](mailto:rpp@berkeley.edu). Please also see the deadlines listed on the [RPP webpage](#) ☞ . This course requires 3 credits to fulfill the requirement. Contact the professor directly if you need an alternative assignment.

### 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.

### 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.

- 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?**
- 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?**
- 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.**
- 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.**
- 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.**
- 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.**
- 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.**

### SCHEDULE AT A GLANCE

Date	Day of week	Topic	Readings
Aug 26	W	Ways of knowing	Mendoza-Denton (2020) Mendoza-Denton (in press)
Aug 31, Sep 2	M, W	Three approaches to prejudice	Miner, 1956 Jordan & Zanna, 1999
Sept 7, 9	M, W	No class	Labor Day (M), #ScholarStrike (W)
Sept 14, 16	M, W	From Explicit to Implicit Bias	Dovidio, Kawakami, Johnson, Johnson, & Howard, 1997 Correll, Park, Judd & Wittenbrink, 2002
Sept 21, 23	M, W	Methods	Goldacre, 2010 Lee, Perez, & Mendoza-Denton, 2019
Sept 28	M	Bystander intervention	Levy-Paluck et al., 2012; Shelton & Stewart, 2002
Sept 30, Oct 5	W, M	Bias and Health	Leitner, Hehman, Ayduk, & Mendoza-Denton, 2016 Rheinschmidt-Same, John-Henderson, & Mendoza-Denton, 2016 John-Henderson, Jacobs, Mendoza-Denton, & Francis, 2012
Oct 7	W	Review	
Oct 12	M		Midterm (asynchronous)
Oct 14, 19	W, M	Movie week	
Oct 21, 26	W, M	Self-esteem	Major, Kaiser, & McCoy, 2003 Crocker & Major, 1989
Oct 28, Nov 2	W, M	Threat	Steele & Aronson, 1995 Mendoza-Denton, Shaw-Taylor, Chen, & Chang, 2009
Nov 4, 9	W, M	Identity	Cheryan & Bodenhausen, 2000 Telesford, Mendoza-Denton & Worrell, 2013
Nov 11	W	No class	
Nov 16	M	Bias and Criminal Justice	Eberhardt, Goff, Purdie, and Davies, 2004 Goff, Jackson, Di Leone, Culotta, & DiTomasso, 2014 Okonofua & Eberhardt, 2015
Nov 18	W	Bias and Education	Mendoza-Denton, Patt, & Richards, 2018 Leitner, Ayduk, Boykin, & Mendoza-Denton, 2018
Nov 23	M	Interventions	Cohen, Garcia, Apfel, & Master, 2006 McCord, 1978 Okonofua, Paunesku, & Walton, 2016 <b>(no section this week)</b>
Nov 25	W	No class	
Nov 30, Dec 2	M, W	Intergroup relations	Shelton, Trail, & West, 2010 Vorauer & Sakamoto, 2006
Dec 14	M		Final (asynchronous)

### Readings

#### Aug 26 (Ways of Knowing)

1. Mendoza-Denton (2020, July 1). What Do Confederate Monuments Reveal About American Psychology? *Greater Good Magazine*, retrieved from [https://greatergood.berkeley.edu/article/item/what\\_do\\_confederate\\_monuments\\_reveal\\_about\\_american\\_psychology](https://greatergood.berkeley.edu/article/item/what_do_confederate_monuments_reveal_about_american_psychology)
2. Mendoza-Denton, (in press). The Monument. *Levee Magazine*.

#### Aug 31, Sep 2 (Overview)

3. Miner, H. (1956). Body ritual among the Nacirema. *American Anthropologist*, 58(3), 503-507.

4. 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.

#### Sept 14, 16 (From Explicit to Implicit Bias)

5. Dovidio, J. F., Kawakami, K., Johnson, C., Johnson, B., & Howard, A. (1997). On the nature of prejudice: Automatic and controlled processes. *Journal of Experimental Social Psychology*, 33(5), 510-540.
6. 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.

#### Sept 21, 23 (Methods)

7. 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.
8. Lee, R.T., Perez, A., Boykin, C.M., & Mendoza-Denton, R. (2019). On the prevalence of racial discrimination in the United States. *PLoS ONE*. 14(1): e0210698. ☞

#### Sept 28 (Bystander intervention)

9. Levy Paluck, E., & Shepherd, H. (2012). The salience of social referents: A field experiment on collective norms and harassment behavior in a school social network. *Journal of personality and social psychology*, 103(6), 899.
10. 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.

#### Sept 30, Oct 5 (Bias and Health)

11. 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
12. 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.
13. John-Henderson, N., Jacobs, E. G., Mendoza-Denton, R., & Francis, D. D. (2012). Wealth, health, and the moderating role of implicit social class bias. *Annals of Behavioral Medicine*, 45(2), 173-179.

#### Oct 21, 26 (self-esteem)

14. 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.
15. Crocker, J., & Major, B. (1989). Social stigma and self-esteem: The self-protective properties of stigma. *Psychological Review*, 96(4), 608-630.

#### Oct 28, Nov 2 (Threat)

16. 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.
17. Mendoza-Denton, R., Shaw-Taylor, L., Chen, S., & Chang, E. (2009). Ironic effects of explicit gender prejudice on women's test performance. *Journal of Experimental Social Psychology*, 45(1), 275-278

#### Nov 4, 9 (Identity)

18. Cheryan, S., & Bodenhausen, G. (2000). When positive stereotypes threaten intellectual performance: The psychological hazards of "model minority" status. *Psychological Science*, 11(5), 399-402.
19. Telesford, J., Mendoza-Denton, R., & Worrell, F. C. (2013). Clusters of CRIS scores and psychological adjustment. *Cultural Diversity and Ethnic Minority Psychology*, 19(1), 86

#### Nov 16 (Bias and Criminal Justice)

20. 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.
21. Goff, P., Jackson, M., Di Leone, B., Culotta, C., & DiTomasso, N. (2014). The emergence of innocence: Consequences of dehumanizing Black children. *Journal of Personality and Social Psychology*, 106(4), 526-545.

#### Nov 18 (Bias and Education)

22. Okonofua, J., & Eberhardt, J. (2015). Two strikes: Race and the disciplining of young students. *Psychological Science*, 26(5), 617-624.
23. Mendoza-Denton, R., Patt, C., & Richards, M. (2018). Go beyond bias training. *Nature*, 557, 299-301. doi: 10.1038/d41586-018-05144-7

#### Nov 23 (Interventions)

24. Cohen, G., Garcia, J., Apfel, N., & Master, A. (2006). Reducing the racial achievement gap: A social-psychological intervention. *Science*, 313(5791), 1307-1310.
25. Yeager, D., Purdie-Vaughns, V., Garcia, J., Apfel, N., Brzustoski, P., & Master, A. et al. (2014). Breaking the cycle of mistrust: Wise interventions to provide critical feedback across the racial divide. *Journal of Experimental Psychology: General*, 143(2), 804-824.
26. 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

#### Nov 30, Dec 2 (Intergroup relations)

27. 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.
28. Page-Gould, E., Mendoza-Denton, R., & Tropp, L. (2008). With a little help from my cross-group friend: Reducing anxiety in intergroup contexts through cross-group friendship. *Journal of Personality and Social Psychology*, 95(5), 1080-1094.