

PS/SO 340 THE PSYCHOLOGY OF PREJUDICE AND DISCRIMINATION
IES Abroad Amsterdam
Amsterdam Spring Quarter – Psychology, Sociology & Political Science

DESCRIPTION:

Focusing on prejudice and discrimination, this course examines how people influence and are influenced by their social setting. It examines the social influence of individuals' beliefs and judgments as well as perceptual errors we are prone to make. The course will discuss examples of following discriminations: ethnic, racial, gender, religious, sexual preference, as well as prejudice and discrimination of minorities, disabled people and immigrants, emphasizing the cultural components relating the Netherlands to the U.S. (with case studies beyond the readings). Students are encouraged to apply theories and research to areas of personal concern.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST:

Literature:

Allport, G. W. (1954). *The nature of prejudice*. Reading, MA:

Addison-Wesley. Myers, D., Abell, J., Kolstad, A. & Sani, F. (2010). *Social Psychology*, European Edition, Berkshire: McGraw-Hill.

Plous, S. (Ed.) (2003). *Understanding Prejudice and Discrimination*. NY: McGraw-Hill Higher Education [Reader]

Zimbardo, P. (2007). *The Lucifer Effect: Understanding How Good People Turn Evil*. NY: Random House Trade Paperbacks.

METHOD OF PRESENTATION:

The methodology will be based on presentations and discussions, video excerpts, case studies, field trips, and group work. These will enhance our exploration of this contemporary area of social psychology.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course Participation - 10%
- Homework Journal - 10%
- Midterm Exam - 25%
- Written assignment & presentation - 30%
- Final exam - 25%

Course Participation

As class attendance is mandatory, simply being present during class meeting times is not considered a part of the assessment. Rather, class participation refers to the extent to which students are involved, active, and prepared when coming to class; this includes reviewing the assigned readings before we meet, preparing relevant discussion questions for the session, as well as actively taking part in class discussions and activities.

Grading Rubric for Student Participation

Excellent participation

Your contributions reflect an active reading of the assigned bibliography. An ability to skillfully synthesize the main ideas of the readings and raise thought-provoking questions about the applications and implications of the material is also shown. You demonstrate, through unique questions and comments, that you are capable of relating the main ideas in the readings to the other information discussed in the course and with your own life experience. You make highly informed judgments about the readings and other ideas discussed in class, consistently providing evidence and reasons. By respectfully allowing others to speak and stating your reactions

about other classmates' opinions, you exhibit a capability of contributing to the discussion spiral with further inquiries. The level of active involvement in the completion of the class activities is exceptional.

Very good participation

Your contributions show that the assigned materials are read. Majority of the time you show a comprehensive understanding of the main ideas identified in course material and class discussion, although sometimes it seems that applications and implications of the information read were not properly reflected upon. You are respectful of both others' time to speak and the ideas they offer. Additionally, you show an ability to construct over others' contributions and respond in a positive manner in moments of disagreement. Regular involvement in the activities is observed and the quality of your contributions is solid.

Regular participation

You indicate a regular reading of the bibliography but in an insubstantial manner. You attempt to build on others' ideas but commonly provide comments that indicate lack of preparation about the material. Frequently, your contributions have little unique characteristics or are unarticulated with the discussion at hand.

Insufficient participation

Consistently, your contributions about readings display a disconnected or inactive involvement with the text. You do not participate in an informed way, and also show a lack of interest in constructing over others' ideas. Several unjustified absences have been reported.

Homework Journal

The homework journal consists of shorter exercises assigned on a weekly basis; it will typically include a written assignment intended to further the exploration and understanding of class content, as well as a personal reflection where students are expected to document their own thoughts and considerations on the topics seen in class.

Midterm Exam

The midterm consists of short answer questions

Written Assignment & Presentation

The written assignment is an in-depth research and reflection paper on a subject matter relevant to the course topic. It comprises three parts: a literature review, a list of references, and a personal reflection for a total length of 7-10 pages. A short presentation of findings in class is part of the evaluation.

Final exam

The final exam consists of one essay questions and short answer questions

LEARNING OUTCOMES:

By the end of the course, students will be able to:

- Describe the current stand of research in the field of prejudice and discrimination within the broader context of social psychology (with more emphasis on cultural components relating to the U.S. and Austria).
- Explicate the nature of stereotypes, prejudice, and discrimination and how pervasive they are, as well as examine the social, cognitive and emotional roots of these phenomena.
- Discuss case studies and experiences of stigmatized groups in various historical contexts (based on specific forms of discrimination (ethnic, gender, religion, sexual orientation)
- Employ methods for how prejudice and discrimination can be lessened (if not avoided).
- Apply theories and relevant research to areas of personal interest

ATTENDANCE POLICY:

Since IES Abroad Amsterdam courses are designed to take advantage of the unique contribution of the instructor, and the lecture/discussion format is regarded as the primary mode of instruction, class attendance is mandatory and will be taken for every class. In addition, students are expected to be on time for classes, course-related excursions, and tests. Some courses include mandatory trips outside of regular class hours, i.e. on weekends. Students will be made aware of the specific dates of such trips well in advance and are required to attend.

If a student misses a class without an excuse, this will lead to a deduction of their final grade of one-third of a letter grade for every additional unexcused absence (for example, A- to B+).

Excused absences are permitted only in case of:

1. Health issues (including a doctor's note);
2. A recognized religious holiday traditionally observed by the particular student;
3. A grave incident affecting family members;
4. Conflicting academic commitments, only when communicated well in advance;

Any other absences (such as missing a flight) are unexcused.

If a student shows a pattern in (excused and unexcused) absences, students may be subject to an Academic Review including but not limited to a letter sent to their school and a probationary period or exclusion from the program.

CONTENT:

Session	Content	Assignments
Part I - Social cognition, cognitive and psychological foundations of stereotyping and prejudice		
Session 1	Syllabus review & introduction to the psychology of prejudice and discrimination	<ul style="list-style-type: none"> • Plous, S. (2003). The psychology of prejudice, stereotyping, and discrimination: An overview. In: Understanding prejudice and discrimination. Plous, Scott (Ed.); New York, NY, US: McGraw-Hill, 2003. pp. 3-48. • Prentice, D.A., & Miller, D.T. (2007) Psychological essentialism of human categories. Current Directions in Psychological Science, 16(4), 202-206

Session	Content	Assignments
Session 2	On perception and perceptual errors	<ul style="list-style-type: none"> • Allport, G. W. (1954). The nature of prejudice. Reading, MA: Addison-Wesley. Ch.2, 10 • Myers, D., Abell, J., Kolstad, A. & Sani, F. (2010). Social Psychology, European Edition, Berkshire: McGraw-Hill, Ch.4 • Reyna, C. (2008). Ian is intelligent but Lashaun is lazy: Antecedents and consequences of attributional stereotypes in the classroom. <i>European Journal of Psychology of Education</i>, 23(4), 439-458. • Stangor, C. (1995). Content and application inaccuracy in social stereotyping. In: <i>Stereotype accuracy: Toward appreciating group differences</i>. Lee, Yueh-Ting (Ed.); Jussim, Lee J. (Ed.); McCauley, Clark R. (Ed.); Washington, DC, US: American Psychological Association, 1995. pp. 275-292.
Session 3	Stigmatization	<ul style="list-style-type: none"> • Allport, G. W. (1954). The nature of prejudice. Reading, MA: Addison-Wesley. Ch.15 • Arboleda-Flórez, J. (2003). Considerations on the stigma of mental illness. <i>The Canadian Journal of Psychiatry / La Revue canadienne de psychiatrie</i>, 48(10), 645-650. • Major, B. & O'Brien, L.T. (2005) <i>The Social Psychology of Stigma</i>. <i>Annual Review of Psychology</i>, 56, 393-421. • Plous, S. (Ed.) (2003). <i>Understanding Prejudice and Discrimination</i>. NY: McGraw-Hill Higher Education, Part 2 (p.69-110).
Session 4	The psychology of exclusion – antecedents of prejudice	<ul style="list-style-type: none"> • Allport, G. W. (1954). The nature of prejudice. Reading, MA: Addison-Wesley. Ch.4 • Fein, S., & Spencer, S. (1997). Prejudice as self-image maintenance: Affirming the self through derogating others. <i>Journal of Personality and Social Psychology</i>, 73, 31-44. • Gaines, S. O., & Reed, E. S. (1995). Prejudice: From Allport to Dubois. <i>American Psychologist</i>, 50(2), 96-103. • Myers, D., Abell, J., Kolstad, A. & Sani, F. (2010). <i>Social Psychology, European Edition</i>, Berkshire: McGraw-Hill, Ch.14

Session	Content	Assignments
Part II - Discrimination		
Session 5	Racism	<ul style="list-style-type: none"> • Allport, G. W. (1954). The nature of prejudice. Reading, MA: Addison-Wesley. Ch.7, 22 • Dovidio, J.F., Gaertner, S.L. & Pearson, A.R. (2005). On the Nature of Prejudice: The Psychological Foundations of Hate. In: The psychology of hate. Sternberg, Robert J. (Ed.); Washington, DC, US: American Psychological Association. pp.211-234. • Watt, S.K. (1999). The story between the lines: A thematic discussion of the experience of racism. Journal of Counseling & Development, 77(1), 54-61.
Session 6	Field trip to Black Archives	<ul style="list-style-type: none"> • TBC
Session 7	Discrimination and depersonalization during the war – Personality and prejudice	<ul style="list-style-type: none"> • Allport, G. W. (1954). The nature of prejudice. Reading, MA: Addison-Wesley. Ch.25 • Monroe, K.R. (2008). Cracking the code of genocide: The moral psychology of rescuers, bystanders, and Nazis during the Holocaust. Political Psychology, 29(5), 699-736. • Zimbardo, P. (2007). The Lucifer Effect: Understanding How Good People Turn Evil. NY: Random House Trade Paperbacks. Ch.10
Session 8	Anti-Semitism – Remembering the Holocaust (excerpts from recorded testimonials)	<ul style="list-style-type: none"> • Moshman, D. (2007). Us and them: Identity and genocide. Identity: An International Journal of Theory and Research, 7(2), 115-135. • Plous, S. (Ed.) (2003). Understanding Prejudice and Discrimination. NY: McGraw-Hill Higher Education, Part 6 (p. 283-326). • Salvendy, J.T. (1999). The dynamics of prejudice in Central Europe. International Journal of Psychotherapy, 4(2), 145-159.
Session 9	Guided walking tour of Old Jewish Quarter	<ul style="list-style-type: none"> • TBC

Session	Content	Assignments
Session 10	Midterm exam	
Session 11	Sexism and gender discrimination	<ul style="list-style-type: none"> • Dill, K.E., & Thill, K.P. (2007). Video game characters and the socialization of gender roles: Young people's perceptions mirror sexist media depictions. <i>Sex Roles</i>, 57(11-12), 851- 864. • Plous, S. (Ed.) (2003). <i>Understanding Prejudice and Discrimination</i>. NY: McGraw-Hill Higher Education, Part 5 (p. 213-271). • Yao, M.Z., Mahood, C., & Linz, D. (2010). Sexual priming, gender stereotyping, and likelihood to sexually harass: Examining the cognitive effects of playing a sexually-explicit video game. <i>Sex Roles</i>, 62(1-2), 77-88
Session 12	Heterosexism vs. homosexuality	<ul style="list-style-type: none"> • Lance, L.M. (2002). Heterosexism and homophobia among college students. <i>College Student Journal</i>, 36(3), 410-414. • Plous, S. (Ed.) (2003). <i>Understanding Prejudice and Discrimination</i>. NY: McGraw-Hill Higher Education, Part 8 (p. 375-424). • Simoni, J.M., & Walters, K.L. (2001). Heterosexual identity and heterosexism: Recognizing privilege to reduce prejudice. <i>Journal of Homosexuality</i>, 41(1), 157-172.
Part III – Bridging the gap: Reducing and coping with prejudice & discrimination		
Session 13	Making Connections	<ul style="list-style-type: none"> • Allport, G. W. (1954). The nature of prejudice. Reading, MA: Addison-Wesley. Ch.30 • Pettigrew, T. F. (1998). Intergroup contact theory. <i>Annual Review of Psychology</i>, 49, 65-85. • Plous, S. (Ed.) (2003). <i>Understanding Prejudice and Discrimination</i>. NY: McGraw-Hill Higher Education, Part 9 (p. 425-462).
Session 14	Social Influence and Coping Strategies	<ul style="list-style-type: none"> • Allport, G. W. (1954). The nature of prejudice. Reading, MA: Addison-Wesley. Ch.17 • Shih, M. (2004). Positive Stigma: Examining Resilience and Empowerment in Overcoming

Session	Content	Assignments
Session 15	Reducing Prejudice & Solutions for less discrimination	<ul style="list-style-type: none"> • Allport, G. W. (1954). The nature of prejudice. Reading, MA: Addison-Wesley. Ch.27 • Crisp, R.J., & Turner, R.N. (2009). Can imagined interactions produce positive perceptions?: Reducing prejudice through simulated social contact. American Psychologist, 64(4), 231-240 • Fryberg, S.A., & Townsend, S.S.M. (2008). The psychology of invisibility In: Commemorating Brown: The social psychology of racism and discrimination. Adams, Glenn (Ed.); Biernat, Monica (Ed.); Branscombe, Nyla R. (Ed.); Crandall, Christian S. (Ed.); Wrightsman, Lawrence S. (Ed.); Washington, DC, US: American Psychological Association, pp. 173-193. • Plous, S. (Ed.) (2003). Understanding Prejudice and Discrimination. NY: McGraw-Hill Higher Education, Part 10 (p. 463-506). • Singletary, S.L., & Hebl, M.R. (2009). Compensatory strategies for reducing interpersonal discrimination: The effectiveness of acknowledgments, increased positivity, and individuating information. Journal of Applied Psychology, 94(3), 797-805. • Zimbardo, P. (2007). The Lucifer Effect: Understanding How Good People Turn Evil. NY: Random House Trade Paperbacks. Ch.11
Session 16	Student Presentations	Submit written assignment
Session 17	Final Exam	

COURSE-RELATED TRIPS:

- Field trip to Black Archives
- Guided walking tour of Old Jewish Quarter

REQUIRED READINGS:

- Allport, G. W. (1954). The nature of prejudice. Reading, MA: Addison-Wesley.
- Arboleda-Flórez, J. (2003). Considerations on the stigma of mental illness. The Canadian Journal of Psychiatry / La Revue canadienne de psychiatrie, 48(10), 645-650.
- Crisp, R.J., & Turner, R.N. (2009). Can imagined interactions produce positive perceptions?: Reducing prejudice through simulated social contact. American Psychologist, 64(4), 231-240

- Dill, K.E., & Thill, K.P. (2007). Video game characters and the socialization of gender roles: Young people's perceptions mirror sexist media depictions. *Sex Roles*, 57(11-12), 851- 864.
- Dovidio, J.F., Gaertner, S.L. & Pearson, A.R. (2005). On the Nature of Prejudice: The Psychological Foundations of Hate. In: *The psychology of hate*. Sternberg, Robert J. (Ed.); Washington, DC, US: American Psychological Association. pp.211-234.
- Fein, S., & Spencer, S. (1997). Prejudice as self-image maintenance: Affirming the self through derogating others. *Journal of Personality and Social Psychology*, 73, 31-44.
- Fryberg, S.A., & Townsend, S.S.M. (2008). The psychology of invisibility In: *Commemorating Brown: The social psychology of racism and discrimination*. Adams, Glenn (Ed.); Biernat, Monica (Ed.); Branscombe, Nyla R. (Ed.); Crandall, Christian S. (Ed.); Wrightsman, Lawrence S. (Ed.); Washington, DC, US: American Psychological Association, pp. 173- 193.
- Gaines, S. O., & Reed, E. S. (1995). Prejudice: From Allport to Dubois. *American Psychologist*, 50(2), 96-103.
- Lance, L.M. (2002). Heterosexism and homophobia among college students. *College Student Journal*, 36(3), 410-414.
- Major, B. & O'Brien, L.T. (2005) *The Social Psychology of Stigma*. *Annual Review of Psychology*, 56, 393-421.
- Monroe, K.R. (2008). Cracking the code of genocide: The moral psychology of rescuers, bystanders, and Nazis during the Holocaust. *Political Psychology*, 29(5), 699-736.
- Moshman, D. (2007). Us and them: Identity and genocide. *Identity: An International Journal of Theory and Research*, 7(2), 115- 135.
- Myers, D., Abell, J., Kolstad, A. & Sani, F. (2010). *Social Psychology, European Edition*, Berkshire: McGraw-Hill.
- Pettigrew, T. F. (1998). Intergroup contact theory. *Annual Review of Psychology*, 49, 65- 85.
- Plous, S. (Ed.) (2003). *Understanding Prejudice and Discrimination*. NY: McGraw-Hill Higher Education [Reader]
- Prentice, D.A., & Miller, D.T. (2007) Psychological essentialism of human categories. *Current Directions in Psychological Science*, 16(4), 202-206.
- Reyna, C. (2008). Ian is intelligent but Leshawn is lazy: Antecedents and consequences of attributional stereotypes in the classroom. *European Journal of Psychology of Education*, 23(4), 439-458.
- Salvendy, J.T. (1999). The dynamics of prejudice in Central Europe. *International Journal of Psychotherapy*, 4(2), 145-159.
- Shih, M. (2004). Positive Stigma: Examining Resilience and Empowerment in Overcoming
- Simoni, J.M., & Walters, K.L. (2001). Heterosexual identity and heterosexism: Recognizing privilege to reduce prejudice. *Journal of Homosexuality*, 41(1), 157-172.
- Singletary, S.L., & Hebl, M.R. (2009). Compensatory strategies for reducing interpersonal discrimination: The effectiveness of acknowledgments, increased positivity, and individuating information. *Journal of Applied Psychology*, 94(3), 797-805.
- Stangor, C. (1995). Content and application inaccuracy in social stereotyping. In: *Stereotype accuracy: Toward appreciating group differences*. Lee, Yueh-Ting (Ed.); Jussim, Lee J. (Ed.); McCauley, Clark R. (Ed.); Washington, DC, US: American Psychological Association, 1995. pp. 275-292.
- Watt, S.K. (1999). The story between the lines: A thematic discussion of the experience of racism. *Journal of Counseling & Development*, 77(1), 54-61.
- Yao, M.Z., Mahood, C., & Linz, D. (2010). Sexual priming, gender stereotyping, and likelihood to sexually harass: Examining the cognitive effects of playing a sexually-explicit video game. *Sex Roles*, 62(1-2), 77-88
- Zimbardo, P. (2007). *The Lucifer Effect: Understanding How Good People Turn Evil*. NY: Random House Trade Paperbacks.

RECOMMENDED READINGS:

- Freud, S. (2002). *Civilization and Its Discontents*. London: Penguin Classics.
- Kruglanski, A.W. (2004). *The Psychology of Closed-Mindedness*. New York, NY: Psychology Press.
- Mackie, D. and Smith, E. (2002). *From Prejudice to Intergroup Emotions*. New York, NY: Psychology Press.
- Nelson, T. D. (2006). *The psychology of prejudice*. Second Edition. Boston, MA: Pearson.
- Stangor, C. (2000). *Stereotypes and Prejudice*. New York, NY: Psychology Press.
- Verkuyten, M. (2004). *The Social Psychology of Ethnic Identity*. New York, NY: Psychology Press