

Prejudice and Discrimination: Psychological Bases and Policy Implications
Public Policy 190-2
Spring 2006

Meeting Time: Tues/Thurs 11-12:30
Location: Public Policy 150 (1893 LeRoy)
Course Website:
<http://eres.berkeley.edu/coursepage.asp?cid=248>

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Much of social psychological theory and research over the past century has been concerned with intergroup biases (stereotypes and prejudice) and how they lead to discrimination and violence. This course will draw upon the rich psychological literature to explore the origins and operation of such biases. Included will be discussion of classic to contemporary approaches, from the "Authoritarian Personality" to modern methods for measuring unconscious biases. Implications for intergroup conflict and violence, and anti-discrimination policy will be discussed.

There are no prerequisites for this course. However, much of the material will involve scientific methods (e.g., experimental design, statistics) with which many people are not familiar. Therefore, we will devote a few class periods to a "research methods primer." Following that, we'll delve into the substance of the psychology of stereotyping, prejudice and discrimination, focusing on factors such as personality, cognitive mechanisms, group processes, and the unconscious. Finally, we will use our knowledge of psychological concepts to analyze and discuss related policy issues.

Exams: There will be a midterm and final exam, worth 30% and 35% of the grade, respectively. The exams will be short answer and short essay format.

Term Paper: A term paper of not more than 10 double-spaced pages will be due on or before May 9. It will be worth the remaining 35% of the overall grade. The paper will involve the critical review of the existing psychological literature on a specific question relating to stereotyping, prejudice, and/or discrimination that has clear policy relevance. This review will be most effectively carried out with the use of the electronic database "PsycInfo" available through the University library (at <http://www.lib.berkeley.edu/EDP/>). Professor Glaser will go over in class how to use this and other resources (such as PolicyFile -- <http://www.policyfile.com/>). The last few pages will be dedicated to a general (not detailed) description of a research plan to address a question or questions unanswered in the extant literature and the policy implications of the described literature and research.

Class Participation: Each class meeting will entail a substantial discussion period. Students are *strongly* encouraged to ask questions and contribute thoughts and opinions. Considerable material will be covered in class that is not in the readings. Furthermore, anything covered in class, even during the discussion period, is fair game for exams. Therefore, consistent attendance will be very helpful. Participation in discussions is not "required" and will not constitute a fixed percentage of grading, but it may be taken into account during consideration of borderline grades.

Text: Brown, R. (1995). *Prejudice: Its Social Psychology*. Cambridge, MA: Blackwell Publishers. (Available at Campus Bookstore)

Additional readings (in alphabetical order), subject to change:

Readings available on line at <http://eres.berkeley.edu/coursepage.asp?cid=248> (readings are password protected, password will be given in class):

- Allport, G. W. (1954). *The Nature of Prejudice*. Garden City, NY: Doubleday. (Preface and chapter 1).
- Aronson, E., & Gonzalez, A. (1988). Desegregation, jigsaw, and the Mexican American experience. In P.A. Katz & D. A. Taylor (Eds.), *Eliminating racism: Profiles in controversy* (pp. 301-314). New York: Plenum.
- Banaji, M. R., & Greenwald, A. G. (1994). Implicit stereotyping and prejudice. In M. P. Zanna & J. M. Olson (Eds.), *The psychology of prejudice: The Ontario Symposium, Volume 7* (pp. 55-76). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Bourne, L. E. & Russo, N. F. (1998). *Psychology: Behavior in Context*. New York: Norton. (chapter 2, pp. 30-57).
- Brown, M.K., Carnoy, M., Currie, E., Duster, T., Oppenheimer, D.B., Shultz, M.M., & Wellman, D. (2003). White-washing Race: The Myth of a Color-blind Society. Berkeley: University of California Press. (chapter 6, pp. 193-222).
- Glaser, J. (in press). The efficacy and effect of racial profiling: A mathematical simulation approach. *Journal of Policy Analysis and Management*.
- Glaser, J., Dixit, S., & Green, D. P. (2002). Studying hate crime with the Internet: What makes racists advocate racial violence. *Journal of Social Issues*, 58, 177-193.
- Harris, David A. (2002). *Profiles in Injustice: Why Racial Profiling Cannot Work*. New York: The New Press. (Chapters 2, 3, 5, & 7).
- Herek, G. M. (1992). Psychological heterosexism and anti-gay violence: The social psychology of bigotry and bashing. In G. M. Herek, & K. T. Berrill (Eds.), *Hate crimes: Confronting violence against lesbians and gay men* (pp. 149-169). Newbury Park, CA: Sage Publications.
- Jenness, V., & Grattet, R. (2001). *Making Hate a Crime: From Social Movement to Law Enforcement* (chapters 3 & 4, pp. 42-101). New York: Russell Sage.
- Karlins, M., Coffman, T. L., & Walters, G. (1969). On the fading of social stereotypes: Studies in three generations of college students. *Journal of Personality and Social Psychology*, 13, 1-16.
- Krieger, L. H. (1998). Civil rights Perestroika: Intergroup relations after affirmative action. *California Law Review*, 86, 1251-1333.
- Pettigrew, T. F., & Tropp, L. R. (2000). Does intergroup contact reduce prejudice? Recent meta-analytic findings. In Oskamp, S. (Ed.), *Reducing prejudice and discrimination*. Mahwah, NJ: Erlbaum.
- Pratkanis, A. R., & Turner, M. E. (1996). The proactive removal of discriminatory barriers: Affirmative action as effective help. *Journal of Social Issues*, 52, 111-132.
- Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52, 613-629.
- Word, C.O., Zanna, M.P., & Cooper, J. (1974). The Nonverbal Mediation of Self-Fulfilling Prophecies in Interracial Interaction. *Journal of Experimental Social Psychology*, 10, 109-120.

Course Schedule:

Week	Topic	Readings
Jan. 17, 19	WELCOME! Methods Primer	Allport (preface & ch.1) Borne & Russo
Jan. 24, 26*	More on Methods *NO CLASS ON JANUARY 26*	Brown, ch. 1
Jan. 31, Feb. 2	Personality & Intergroup Bias Categorization	Brown, ch. 2
Feb. 7, 9	More on categorization (video: "The Eye of the Storm") Stereotypes	Brown, ch. 3
Feb. 14, 16	More on Stereotypes (video: "Ethnic Notions")	Brown, ch. 4 Karlins, Coffman, & Walters Steele
Feb. 21, 23	The Development of Biases Intergroup Processes	Brown, ch. 5 Brown, ch. 6
Feb. 28, Mar. 2	Review on Feb. 28 Midterm exam on March 2	
Mar. 7, 9	Contemporary forms of Bias: Modern racism and unobtrusive measures	Brown, ch. 7
Mar. 14, 16	More on Contemporary Bias: Unconscious bias (video: IAT on Frontline)	Banaji & Greenwald www.implicit.harvard.edu/implicit
Mar. 21, 23	Discrimination: (video: ABC News 20/20)	Word, Zanna, & Cooper
Mar. 28, 30	Spring Recess	
Apr. 4, 6	Racial Profiling	Glaser (optional) Harris Schauer?
Apr. 11, 13	Hate Crime	Glaser, Dixit, & Green Herek (optional) Jennes & Grattet
Apr. 18, 20	Affirmative Action Colorblindness (& Racial Privacy)	Pratkanis & Turner Brown, Carnoy, et al.
Apr. 25, 27	Anti-discrimination Policy NO CLASS ON APRIL 27	Krieger
May 2, 4	Ameliorating Bias Motivation to Control Prejudice	Brown, ch. 8 Aronson & Gonzalez www.jigsaw.org/ Pettigrew & Tropp
May 9	Review and term paper due (noon)	
May 17	Final Exam	