

Psychology 465--Stereotyping and Prejudice Across Cultures
Spring, 2007--University of Kansas

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Class Time: Wednesday 3:00-5:50 pm; 108 Fraser Hall

Texts: Whitley, B.E., & Kite, M.E. (2006). *The psychology of prejudice and discrimination*. Belmont, CA: Thomson Wadsworth.

Staub, E. (1993). *The roots of evil: The origins of genocide and other group violence*. New York: Cambridge University Press.

TWO chapters also will be available on Blackboard. You will be responsible for understanding the contents of the first one for Exam #1, and the second for Exam #2:

Schmitt, M.T., & Branscombe, N.R. (2002). The meaning and consequences of perceived discrimination in disadvantaged and privileged social groups. *European Review of Social Psychology*, 12, 167-199.

Branscombe, N.R., & Miron, A.M. (2004). Interpreting the ingroup's negative actions toward another group: Emotional reactions to appraised harm. In L.Z. Tiedens & C.W. Leach (Eds.), *The social life of emotions* (pp. 314-335). New York: Cambridge University Press.

Course Description: We examine the common psychological processes underlying prejudice directed toward a variety of social groups. We begin with a discussion of how prejudice is assessed, and what factors go into interpreting an outcome as discriminatory or not. We then turn to a consideration of the *effects* of prejudice on disadvantaged group members. We examine the extremely important question of how targets of prejudice cope with their plight. After Exam 1, we focus on dominant group members by examining the mental processes that create and maintain prejudice. We examine variations in prejudice extremity—individual differences—from mild ingroup favoritism to hatred toward outgroups. Methods of prejudice reduction—especially the use of collective guilt—are explored prior to Spring Break. The question of what people gain or the functions of stereotyping and prejudice, both for the individuals holding particular beliefs and for the society as a whole, will be examined next. We consider in-depth the important role that identity threat plays in the maintenance and escalation of prejudice. How prejudice and discrimination can ultimately lead to large-scale conflicts including genocide will be considered during the final section of the course. Lastly, we discuss the consequences of intergroup violence for bystanders and their responses to

those groups that have been harmed.

In this course, we approach these issues from a social psychological perspective. That means we examine how group memberships influence individual psychological processes, and how individuals respond to various types of social conditions that they find themselves in. We discuss many different types of group memberships and social identities. Gender, because it is a universally employed categorical system, will be discussed throughout the course. We will also talk a great deal about the role of race in Americans' identities. Other conflicts considered and used as examples include: language group memberships throughout Europe and Canada, and religious group memberships, age, marital status, and sexual orientation. The Staub text particularly discusses the common social conditions and psychological processes underlying four international instances of genocide--the Nazi Holocaust, the disappearances in Argentina, the killings in Cambodia by the Khmer Rouge, and the killing of Armenians in Turkey. We will also consider a more recent instance of genocide—that of Rwanda.

Requirements and Obtaining the Most from the Course: Lectures are meant to be a complement to the texts, allowing new ideas to be presented, as well as developing important points more thoroughly. It is *strongly* recommended that you regularly keep up with the course reading; it will provide you with a framework to structure the lecture information. Regular class attendance *is required* in order to do well in this course.

Three exam scores will count toward your final grade (the final exam score can be used to replace any of the prior three exams), in addition to two writing assignments. Each exam will cover information from the texts and lectures preceding it. All of the exams will consist of multiple-choice items and short-answer essay questions. The dates of the exams and the due dates for the two writing assignments are shown on the last page, as well as on the class lecture schedule. I strongly urge you not to miss any of the 3 regularly scheduled exams. Then, you can use the final as an optional means of improving your course grade. The final exam will serve as a make-up for anyone who misses an exam during the semester due to illness, or for those who wish to replace one of their exam scores for any reason. Only your best 3 of the 4 exam scores will count toward your final grade. NOTE: the cumulative final exam (using the same format as the prior 3 exams) will be given according to the university final exam schedule on Wednesday, May 16th at 1:30 p.m. in 108 Fraser Hall.

Warning: If I detect you engaging in academic misconduct you will automatically FAIL this course. In the University Senate Rules and Regulations Handbook, academic misconduct includes disruption of classes, giving or receiving unauthorized aid on examinations, knowingly misrepresenting the source of any academic work, or otherwise acting dishonestly.

Intellectual Property: Course materials prepared by the instructor, together with the content of all lectures presented by the instructor, are the property of the instructor. Video and audio recording of lectures without the consent of the instructor is prohibited. *Explicit permission must be obtained from the instructor* before lectures are recorded. They cannot be modified, and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

CLASS SCHEDULE

<u>Date</u>	<u>Lecture Topic</u>	<u>Reading Assignments</u>
Wed. Jan 24	Introduction—Scope & Issues	
Wed. Jan 31	Assessing Prejudice & Discrimination	<i>W & K (Chap. 1 & 2)</i>
Wed. Feb 7	Seeing Prejudice Videos: Discrimination today Observation Task Assigned	<i>W & K (Chap. 9 & 10)</i>
Wed. Feb 14	Coping with Discrimination	<i>W & K (Chap. 11)</i> <i>Schmitt & Branscombe (2002)</i>
Wed. Feb 21	Exam #1 Post-Exam Task	
Wed. Feb 28	Categorization & Stereotyping	<i>W & K (Chap. 3)</i>
Wed. March 7	Individual Differences OBSERVATION TASK DUE	<i>W & K (Chap. 5 & 6)</i>
Wed. March 14	Prejudice Reduction & Collective guilt Hate Web/Identity Task Assigned	<i>W & K (Chap. 12)</i> <i>Branscombe & Miron (2004)</i>
Wed. March 21	SPRING BREAK— No Classes	
Wed. March 28	Social identity & threat	<i>W & K (Chap. 8)</i>
Wed. April 4	Exam #2 Post-Exam Task	
Wed. April 11	Hate perpetrators Video: Hotel Rwanda	<i>Staub Chap 1, 2, & 6</i>
Wed. April 18	Predictors of genocide HATE WEB/IDENTITY TASK DUE	<i>Staub Chap 3 & 4</i>
Wed. April 25	Four nation case studies	<i>Staub Chap 8, 12, 13, & 14</i>
Wed. May 2	Violence & bystanders	<i>Staub Chap 11</i>
Wed. May 9	Exam #3	
Wed. May 16	FINAL EXAM -- 1:30 – 4:00 pm in 108 Fraser Hall	

Summary of the course requirements is shown below:

<u>Due Date</u>	<u>Assignment</u>	<u>Weighting</u>
Feb 21	Exam #1	25%
April 4	Exam #2	25%
May 9	Exam #3	25%
May 16	Final Exam	(Optional--25%)
March 7	Observation Task	15%
April 18	Hate Web/Identity Task	10%