

**Psychology 167AC
Stigma and Prejudice**

Fall 2015

Time: M & W 1- 2 pm

Location: 245 Li Ka Shing

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 both classic and current issues in the field. The course will be divided into three sections: bias (i.e., the perpetrator's perspective), stigma (i.e., the target's perspective), and getting along across group differences. Special emphasis will be placed on understanding and evaluating original research articles. Class discussion will be encouraged.

Staff:

Rodolfo Mendoza-Denton, Professor.

Office Hours: 9:30-11:30 AM Wednesdays; 15 minute slots available.

Signups: <http://tinyurl.com/rmdofficehours>

GSI:

Malik Boykin, MalikTheGSI@gmail.com

Claire Kunesh, clairekunesh@berkeley.edu

Rupa Mahajan Robbins, rmahajan@berkeley.edu

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Grading:

25%: your highest scoring exam

15%: your second highest scoring exam

20%: section attendance and assignment completion. Sections begin **August 31**

note: you may miss 1 section w/o penalty.

35%: poster (end-of-semester assignment); see page 5. Due **Nov 24**

5%: RPP requirement

Assigned readings:

- 1) Mendoza-Denton, R., Ed. (2012). *Stigma and Prejudice: Achieving Positive Intergroup Relations*. Cognella Academic Publishing.
- 2) Marsh, J.H., Mendoza-Denton, R., & Adam Smith, J. (2010). *Are We Born Racist? New Insights from Neuroscience and Positive Psychology*. Boston, MA: Beacon Press.

The books include readings that we will use in class daily, so you should purchase your own copies. Also, please keep in mind that our institution adheres to copyright law, so any copyrighted material should not be copied or duplicated in any manner.

To purchase the textbooks, please follow the instructions below:

Step 1: Log on to <https://students.universityreaders.com/store/>

Step 2: Create an account or log in if you have an existing account to purchase.

Step 3: Easy-to-follow instructions guide you through the rest of the ordering process. Payment can be made by all major credit cards.

Step 4: After purchasing, you can access your FREE 30% PDF by logging into your account and clicking My Digital Materials to get started on your readings right away. If you experience any difficulties, please email orders@cognella.com or call 800.200.3908 ext. 503.

RPP requirement

In order to learn how to create an RPP account and start participating in experiments, please go to the following link: <http://psychology.berkeley.edu/undergraduate-program/research-participation-program> and click on "Important Information for Students." If you have any questions, you can contact RPP at rpp@berkeley.edu.

Policy on conflicts with academic calendar:

Please take note of the following guidelines concerning scheduling conflicts with academic requirements, endorsed by Berkeley's Academic Senate:

<http://tinyurl.com/schedconflictguidelines>

Note specifically:

It is the student's responsibility to notify the instructor in writing by the **second week** of the semester of any potential conflict and to recommend a solution.

Paper/poster presentations:

Professional psychologists regularly attend regional or national conferences to keep up with the latest research in the field. Such conferences often feature talks as well as *poster sessions*. Posters are summaries of research that people can stop in front of and read.

Although conference posters are usually summaries of completed studies, in this class you are to prepare a poster presenting an IDEA and PREDICTIONS for your own experimental study (as if you had completed your own study). The poster is to include a title at the top, your name, an abstract, a brief summary of relevant literature (to be chosen from the assigned readings), a design proposal, and a set of predictions presented in graphical format. You will become familiar with the necessary skills for preparing a poster during the course of the class, and you will be provided with examples of posters throughout the course as well as more specific guidelines. Posters will be graded by your GSI only. In the event that you are unsatisfied with your grade, you must first try to resolve with your GSI. If you remain unsatisfied, Prof. Mendoza-Denton will re-grade your poster, with the understanding that a) your grade may go up *or* down; and b) the grade Prof. Mendoza-Denton assigns is final. Posters will be due on **November 24**.

SCHEDULE AT A GLANCE

Date	Topic	Readings
Aug 26	Organizational	
Aug 31, Sep 2, Sep 9	The Scientific Method	Goldacre 2010; Spencer, Fein, et al, 1998
Sept 9, 14, 16	Introduction and overview	Miner 1956; AWBR Intro to Part I; AWBR 1
Sept 21, 23,28	Social Psychological Approaches	Shelton & Stewart 2004; Das et al., 2009, AWBR 9
Sep 30, Oct 5, 7	Social Cognition, Implicit Prejudice	Word, Zanna, & Cooper, 1974; Dovidio et al., 1997, AWBR 5,6, 11
Oct 12		Midterm
Oct 14, 19	The Color of Fear	AWBR 7, 8,13,14,15,18; Intro to Part III, Mendoza-Denton & Hansen 2009
Oct 21, 26, 28	Internalization	Cohen & Nisbett 1997; Major, Kaiser, & McCoy, 2003; AWBR 16
Nov 2, 4, 9	Threat	Aronson et al 1999; Mendoza-Denton, Kahn, & Chan 2008; Chan and Mendoza-Denton, 2008; Cohen, Steele, & Ross 1999; AWBR 3
Nov 16, 18, 23	Identity	Cheryan and Bodenhausen 2000; AWBR 17
Nov 30, Dec 2	Intergroup Relations	Shelton, West, & Trail, 2010; Vorauer & Sakamoto 2006; AWBR 12
Dec 16	Final exam, 7-10 pm (Group 12)	

*AWBR= Are We Born Racist? (see chapter guide in this document)

“Are We Born Racist?” chapter guide

Part I: The New Psychology of Racism

Introduction

The Editors

Chapter 1: Are We Born Racist?, Susan T. Fiske

Chapter 2: Prejudice vs. Positive Thinking, Kareem Johnson

Chapter 3: Framed! Understanding Achievement Gaps, Rodolfo Mendoza-Denton

Chapter 4: When Racism Makes Us Sick, Eve Ekman and Jeremy Adam Smith

Chapter 5: The Unhealthy Racist, Elizabeth Page-Gould

Chapter 6: The Egalitarian Brain, David Amodio

Part II: How to Overcome Racism

Introduction

The Editors

Chapter 7: How to Talk to Kids about Race, Allison Briscoe-Smith

Chapter 8: Promoting Tolerance and Equality in Schools, Jennifer Holladay

Chapter 9: The Perils of Colorblindness, Dottie Blais

Chapter 10: Overcoming Prejudice in the Workplace, Jennifer A. Chatman

Chapter 11: Policing Bias, Alex Dixon

Chapter 12: “People Understand Each Other by Talking”, Rodolfo Mendoza-Denton

Part III: Toward a Multiracial Society

Introduction

The Editors

Chapter 13: Success Strategies for Interracial Couples, Anita Foeman and Terry Nance

Chapter 14: The Bicultural Advantage, Ross D. Parke, Scott Coltrane, and Thomas Schofield

Chapter 15: "How Can You Do That to Your Children?", Meredith Maran

Chapter 16: Me and My Nose, Rona Fernandez

Chapter 17: Double Blood, Rebecca Walker

Chapter 18: Truth + Reconciliation, Desmond Tutu