

**Psychology 167AC
Stigma and Prejudice
Spring 2018**

Time: M & W 9-10 AM

Location: Lewis 100

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 roughly divided into three sections: 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. Class discussion will be encouraged.

Professor:

Rodolfo Mendoza-Denton

Office Hours: 3413 Tolman Hall or online.

11:00am-12:30 pm Mondays; 15 minute slots available.

Signups: <https://www.wejoinin.com/sheets/uupox>

GSIs:

Dyan Connelly, DyantheGSI@gmail.com, Thursday sections

Office Hours: G7 Tolman Hall.

10:30am-11:45pm Wednesdays; 15 minute slots available

Signups: <https://www.wejoinin.com/sheets/yqxge>

Angela Johnson, ajjohnson@berkeley.edu, Monday sections

Office Hours: 2125A Tolman Hall.

3:15pm -4:30pm Mondays; 15 minute slots available.

Signups: <https://www.wejoinin.com/sheets/awguo>

Michaela Simpson, michaelasimpsonsi@gmail.com, Friday sections

Office Hours: G7 Tolman Hall.

12:00pm-1:30pm Mondays; 15 minute slots available.

Signups: <https://www.wejoinin.com/sheets/cpemi>

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.

1. 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?**
2. 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?**
3. 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.**
4. 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.**
5. 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; the course project will give you a chance to apply statistical data analysis to an original data set.**
6. 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.**
7. 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.**

RPP requirement:

In order to know how to participate in studies through the Research Participation Program (RPP), please read completely the document, "RPP Information for students", which has been updated with new information for Spring 2018. Then, set up a Sona account as instructed. We recommend doing this as soon as possible. If you have any questions, you can contact RPP at rpp@berkeley.edu. Please also see the deadlines listed on the [RPP webpage](#).

Grading:

25%: Your highest scoring exam

15%: Your second highest scoring exam

20%: Section attendance/participation/engagement and assignment completion.

Sections begin **January 22**

Note: You may miss 1 section without penalty.

35%: End of semester assignment (TBA), due April 27

5%: RPP requirement

Course Reader:

Available for purchase at Copy Central Square, 1971 Shattuck Avenue, Berkeley, CA, (510) 848-7034 for **\$37.02**. Two copies of the reader will be placed at TBD.

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.

SCHEDULE AT A GLANCE			
Date	Day of week	Topic	Readings
Jan 17	W		Organizational
Jan 22, 24	M, W	Overview	Miner 1956; Jordan & Zanna, 1999
Jan 29, 31	M, W	From Explicit to Implicit Bias	Word, Zanna, & Cooper, 1974; Correll, Park, Judd, Wittenbrink, 2002; Mendoza-Denton & Perez, 2016
Feb 5	M	The Scientific Method	Goldacre, 2010
Feb 7	W	Big Data	
Feb 12	M	Guest Lecture	TBA
Feb 14, 21	W, W	Bystander intervention	Shelton & Stewart, 2002; Nelson, Dunn, & Paradies, 2011
Feb 19	M	No Class: Presidents' Day	
Feb 26	M	Bias and Health	Leitner, Hehman, Ayduk, & Mendoza-Denton, 2016; Rheinschmidt-Same, John-Henderson, & Mendoza-Denton, 2016
Feb 28	W	Bias and Criminal Justice/Education	Eberhardt, Goff, Purdie, and Davies, 2004; Goff, Jackson, Di Leone, Culotta, & DiTomasso, 2014; Okonofua & Eberhardt, 2015
Mar 5	M	Review	
Mar 7	W	Midterm	
Mar 12, 14	M, W	Movie: If These Halls Could Talk	
Mar 19, 21	M, W	Self-esteem	Cohen & Nisbett, 1997; Major, Kaiser, & McCoy, 2003; Crocker & Major, 1989
Mar 26–Mar 30	M–F	No Class: Spring Recess	
April 2, 4, 9	M, W, M	Threat	Steele & Aronson, 1995; Steele, 1997; Cohen, Steele, & Ross, 1999; Mendoza-Denton, Kahn, & Chan, 2008
April 11, 16	W, M	Identity	Cheryan & Bodenhausen, 2000; Telesford, Mendoza-Denton & Worrell, 2013
April 18	W	Interventions	Cohen, Garcia, Apfel, & Master, 2006; McCord, 1978; Lai et al., 2014; Okonofua, Paunesku, & Walton, 2016
April 23, 25	M, W	Intergroup Relations	Shelton, Trail, & West, 2010; Vorauer & Sakamoto, 2006
April 30–May 4	M–F	Reading/Review/Recitation Week	
May 7	M	Final (Monday, 7:00 PM)	

References

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