

**PSY 420S LEC0101 SEMINAR IN SOCIAL PSYCHOLOGY:
STEREOTYPING, PREJUDICE, AND STIGMA**
University of Toronto
Spring 2018

Instructor: Professor Alison Chasteen
Office: Sidney Smith Hall, Room 4057
Phone: (416) 978-3398
E-mail: chasteen@psych.utoronto.ca
Office Hours: By appointment
Web site: www.psych.utoronto.ca/~chasteen

Meeting Time and Location: Tuesdays 12:00-2:00 P.M., SS 2101

Course Overview: This course will examine contemporary issues in stereotyping, prejudice, and discrimination, both from the perceiver's and the target's perspective. The focus will be on understanding current trends in the field by focusing on what has been recently published over the past few years. Connections with classic issues and research will be made through weekly presentations and discussions led by discussion facilitators.

Course Requirements:

Thought Papers – 25%. Over the course of the term, you will submit 4 (four) 1-to-2 page papers. Papers must be submitted at the beginning of class. The papers should be double-spaced, with 12-point font and one-inch margins. In each paper, you will raise a question, discuss a critical issue, or present an idea for future research based on the readings assigned for that week. Thought papers must not be summaries of the readings. **You must sign up for 2 dates prior to March 6th and for 2 dates including and after March 6th.** You are responsible for keeping track of the dates on which your thought papers are due (to be determined through a sign-up process after the first class).

Presentation & Discussion Facilitator– 30%. Each student will be involved in presenting an analysis of research on one of the topic areas to be discussed in class. The focus of that analysis should be on work published prior to 2015 and should make connections to classic issues, theories, and papers in the area of stereotyping, prejudice, and discrimination. Thus, the discussion facilitator's presentation will provide a sense of the evolution of the current research that is being discussed in class. I highly recommend that you meet with me to discuss your ideas about what to include in your presentation either the Thursday or Friday prior to your talk.

The number of presentations and type of presentations (individual vs. team; length) will depend on class size and composition (i.e., number of students). In general, presentations should not simply summarize sets of related findings, but rather, should provide an interesting, creative, integrative overview of work in the topic area. Presentations should not focus on readings assigned for the week. Presenters will also be responsible for leading the discussion for the

remainder of the class. To assist the rest of the class in their preparations, presenters should email a set of 8-10 discussion questions to the entire class on the Friday before they present. This will be done via the Blackboard system. You are responsible for keeping track of the date on which your presentation is due (to be determined through a sign-up process after the first class).

Participation – 10%. This course will follow a seminar format. As such, it is crucial that students attend class, read the assigned articles and participate in the weekly discussions in order to receive full participation marks.

Research Proposal – 35%. All students will write a research proposal-style paper in which they develop an idea for a novel study on a topic related to stereotyping, prejudice, and discrimination. You can write the proposal on any topic related to the focus of the course, and that can include a topic you covered for your presentation or for a thought paper. You should include an abstract, an introduction in which you present your research question and discuss how it builds upon existing research in the area, a brief method section, and a presentation of predicted results (preferably with tables or figures). You should also include a discussion section in which you describe the potential implications of your predicted findings, possible limitations of your study, and future research directions.

Papers will not be accepted over e-mail. Research papers should be no more than 8-10 pages of text (excluding abstract, title page, figures, and references), in 12-point font, double-spaced, with margins of at least one inch. The paper should be in APA format. The paper is due **April 3rd at the start of class** and the late penalty is 5% per day. You must have your topic approved by me by **March 13th**.

Other Course Information:

E-mail Policy: I will reply to email inquiries from students usually within 48 hours of their e-mail (excepting weekends). Please use your UTORmail email account (see www.utorid.utoronto.ca) for all correspondence. **Due to the potential for viruses and spyware, no e-mails will be opened if they contain attachments. No assignments will be accepted as attachments to e-mail ---all assignments must be printed and brought to class.**

Note that all communications (verbal, email, discussion board, etc.) should be respectful in language and tone and constructive in nature. This includes communications with me and with your fellow students.

Course Website: Blackboard portal (available only to students registered in the course)

I am using the U of T Blackboard Courseware Portal. To access your course website, or any other Blackboard-based course website, go to the U of T portal login page at <http://portal.utoronto.ca> and login using your UTORid and Password. I will be sending out course communication via Blackboard, so be sure to check your UTORmail account regularly.

Academic Integrity and Plagiarism: Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behavior on Academic Matters (www.governingcouncil.utoronto.ca/policies/behaveac.htm) outlines the behaviors that constitute academic dishonesty and the processes for addressing academic offenses.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behavior on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behavior or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see www.utoronto.ca/academicintegrity/resourcesforstudents.html).

Use of Course Materials: Materials provided to you by your instructor (including the syllabus, slides, writing tips, any lecture recordings, journal articles, etc.) are for the use of you and your classmates only. They are not to be posted in any public access forum or otherwise distributed without explicit permission from your instructor. Non-compliance with these terms violates an instructor's intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.

Resources for Students

Accessibility Needs: Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or Accessibility Services at (416-978-8060) or at accessibility.utoronto.ca. The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

Student Life Programs and Services (<http://www.studentlife.utoronto.ca/>)

Academic Success Services (<http://www.asc.utoronto.ca/>)

Counselling and Psychological Services (<http://www.caps.utoronto.ca/main.htm>)

Course Schedule and Readings

**All of the readings can be downloaded from the course Blackboard site.

January 9 - Organizational Meeting, Prepare for Science Discussion!

January 16 – Critiquing Journal Articles, Preparing Presentations & Thought Papers, Issues in Psychological Science

Open Science Collaboration. (2015). Estimating the reproducibility of psychological science. *Science*, 349(6251), aac4716.

Funder, D. C., Levine, J. M., Mackie, D. M., Morf, C. C., Vazire, S., & West, S. G. (2014). Improving the dependability of research in personality and social psychology: recommendations for research and educational practice. *Personality and Social Psychology Review*, 18(1), 3-12.

UNDERSTANDING THE PERCEIVER'S PERSPECTIVE

January 23 - The Complexity of Person Perception I: Racial Categorization

Cooley, E., Brown-Iannuzzi, J. L., Brown, C. S., & Polikoff, J. (2017). Black groups accentuate hypodescent by activating threats to the racial hierarchy. *Social Psychological and Personality Science*. DOI: 10.1177/1948550617708014

Ho, A. K., Kteily, N. S., & Chen, J. M. (2017). "You're one of us": Black Americans' use of hypodescent and its association with egalitarianism. *Journal of Personality and Social Psychology*, 113 (5), 753-768.

Wilton, L. S., Rattan, A., & Sanchez, D. T. (2017). Whites' perceptions of biracial individuals' race shift when biracials speak out against bias. *Social Psychological and Personality Science*. DOI: 10.1177/1948550617731497

Chen, J. M., de Paula Couto, M. C. P., Sacco, A. M., & Dunham, Y. (2017). To be or not to be (Black or Multiracial or White): Cultural variation in racial boundaries. *Social Psychological and Personality Science*. DOI: 10.1177/1948550617725149

January 30 - The Complexity of Person Perception II: Intersecting Group Identities

Cooley, E., Winslow, H., Vojt, A., Shein, J., & Ho, J. (2018). Bias at the intersection of identity: Conflicting social stereotypes of gender and race augment the perceived femininity and interpersonal warmth of smiling Black women. *Journal of Experimental Social Psychology*, 74, 43-49.

Smith, J. S., LaFrance, M., & Dovidio, J. F. (2017). Categorising intersectional targets: An 'either/and' approach to race- and gender-emotion congruity. *Cognition and Emotion*, 31(1), 83-97.

Chu, Q., & Gruhn, D. (2017). Moral judgments and social stereotypes: Do the age and gender of the perpetrator and the victim matter? *Social Psychological and Personality Science*. DOI: 10.1177/1948550617711226.

February 6 – Interventions for Perceivers I: Training, Claiming & Confronting

Forscher, P. S., Mitamura, C., Dix, E. L., Cox, W. T., & Devine, P. G. (2017). Breaking the bad habit: Mechanisms, timecourse, and longevity. *Journal of Experimental Social Psychology, 72*, 133-146.

Cadieux, J., & Chasteen, A. L. (2015). You gay, bro? Social costs faced by male confronters of antigay prejudice. *Psychology of Sexual Orientation and Gender Diversity, 2*(4), 436-446.

Carter, E. R., & Murphy, M. C. (2017). Consensus and consistency: Exposure to multiple discrimination claims shapes Whites' intergroup attitudes. *Journal of Experimental Social Psychology, 73*, 24-33.

February 13 – Interventions for Perceivers II: Perspective-taking & Diversity

Oh, S. Y., Bailenson, J., Weisz, E., & Zaki, J. (2016). Virtually old: Embodied perspective taking and the reduction of ageism under threat. *Computers in Human Behavior, 60*, 398-410.

Gaither, S., Apfelbaum, E. P., Birnbaum, H. J., Babbitt, L. G., & Sommers, S. R. (2017). Mere membership in racially diverse groups reduces conformity. *Social Psychological and Personality Science*. DOI: 10.1177/1948550617708013

De Freitas, J., & Cikara, M. (2018). Deep down my enemy is good: Thinking about the true self reduces intergroup bias. *Journal of Experimental Social Psychology, 74*, 307-316.

February 20 – READING WEEK: NO CLASS

February 27 – Intergroup Interactions

Holoien, D. S. (2016). Whites' desire to affiliate and perceived understanding in interracial interactions. *Journal of Experimental Social Psychology, 62*, 7-16.

West, T. V., Koslov, K., Page-Gould, E., Major, B., & Mendes, W. B. (2017). Contagious anxiety: Anxious European Americans can transmit their physiological reactivity to African Americans. *Psychological Science*. DOI: 10.1177/0956797617722551

White, M. H., & Crandall, C. S. (2017). Freedom of racist speech: Ego and expressive threats. *Journal of Personality and Social Psychology, 113* (5), 413-429.

UNDERSTANDING THE TARGET'S PERSPECTIVE

March 6 – Experiencing & Coping with Stigma I: Immigrants, Model Minorities

Trujillo, M. D., Garcia, R. L., & Shelton, J. N. (2015). "I thought you were Japanese": Ethnic miscategorization and identity assertion. *Cultural Diversity and Ethnic Minority Psychology, 21*(4), 507-516.

Tran, J., & Curtin, N. (2017). Not your model minority: Own-group activism among Asian Americans. *Cultural Diversity and Ethnic Minority Psychology, 23*(4), 499-507.

Handron, C., Kirby, T. A., Wang, J., Matskewich, H. E., & Cheryan, S. (2017). Unexpected gains: Being overweight buffers Asian Americans from prejudice against foreigners. *Psychological Science*. DOI: 10.1177/0956797617720912

March 13 – Experiencing & Coping with Stigma II: Weight, LGBT

RESEARCH PROPOSAL TOPIC DUE

Guest Instructor: Maria Iankilevitch

Ruggs, E. N., Hebl, M. R., & Williams, A. (2015). Weight isn't selling: The insidious effects of weight stigmatization in retail settings. *Journal of Applied Psychology, 100*(5), 1483 -1496.

Blodorn, A., Major, B., Hunger, J., & Miller, C. (2016). Unpacking the psychological weight of weight stigma: A rejection-expectation pathway. *Journal of Experimental Social Psychology, 63*, 69-76.

Garrison, S. M., Doane, M. J., & Elliott, M. (2017). Gay and lesbian experiences of discrimination, health, and well-being: Surrounding the presidential election. *Social Psychological and Personality Science*. DOI: 10.1177/1948550617732391

March 20 – Experiencing & Coping with Stigma III: Stigma Transfer, Inter-Minority Bias, Illness

Sanchez, D. T., Chaney, K. E., Manuel, S. K., Wilton, L. S., & Remedios, J. D. (2017). Stigma by prejudice transfer: Racism threatens White women and sexism threatens men of color. *Psychological Science*. <https://doi.org/10.1177/0956797616686218>

Craig, M. A., & Richeson, J. A. (2017). Hispanic population growth engenders conservative shift among non-Hispanic racial minorities. *Social Psychological and Personality Science*. DOI: 10.1177/1948550617712029

Martinez, L. R., White, C. D., Shapiro, J. R., & Hebl, M. R. (2016). Selection BIAS: Stereotypes and discrimination related to having a history of cancer. *Journal of Applied Psychology, 101*(1), 122-128.

March 27 – Experiencing & Coping with Stigma IV: Gender

Bear, J. B., & Glick, P. (2017). Breadwinner bonus and caregiver penalty in workplace rewards for men and women. *Social Psychological and Personality Science, 8*(7), 780-788.

Hammond, M. D., Milojev, P., Huang, Y., & Sibley, C. G. (2017). Benevolent sexism and hostile sexism across the ages. *Social Psychological and Personality Science*. DOI: 10.1177/1948550617727588

Brown, A. J., & Goh, J. X. (2016). Some evidence for a gender gap in personality and social psychology. *Social Psychological and Personality Science*, 7(5), 437-443.

Hall, W., Schmader, T., & Croft, E. (2015). Engineering exchanges: Daily social identity threat predicts burnout among female engineers. *Social Psychological and Personality Science*, 6(5), 528-534.

April 3 – Experiencing & Coping with Stigma V: Age

Hehman, J. A., & Bugental, D. B. (2015). Responses to patronizing communication and factors that attenuate those responses. *Psychology and Aging*, 30 (3), 552-560.

Greer, T., & Spalding, A. (2017). The role of age in understanding the psychological effects of racism for African Americans. *Cultural Diversity and Ethnic Minority Psychology*, 23(4), 588-594.

Bratt, C., Abrams, D., Swift, H. J., Vauclair, C.M., & Marques, S. (2018). Perceived age discrimination across age in Europe: From an ageing society to a society for all ages. *Developmental Psychology*, 54(1), 167-180.

April 3 –PAPER DUE IN CLASS