

**PSY 5403F SOCIAL COGNITION:  
STEREOTYPING, PREJUDICE, AND DISCRIMINATION**  
University of Toronto  
Fall 2012

**Instructor:** Professor Alison Chasteen  
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**Meeting Time and Location:** Wednesdays 1:30-3:30 P.M., Sidney Smith 560A

**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 papers, of 1-2 pages each. Papers must be submitted at the beginning of class. In the 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 October 24<sup>th</sup> and for 2 dates including and after October 24<sup>th</sup>. 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 2010 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. You are welcome to meet with me to discuss your ideas about what to include in your presentation.

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 Monday 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 paper for this course. The proposal will be modeled after SSHRC postdoctoral grant applications. This means the paper must include a program of proposed research (at least 3 studies) that addresses an issue in 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. However, you cannot propose a grant on a topic you are studying as part of your MA and/or PhD research. Please see the SSHRC website for more information. The grant must consist of an 8-page double-spaced proposal in 12-point font (please print double-sided if possible). The paper is due **December 5<sup>th</sup>** and the late penalty is 5% per day. You must have your topic approved by me by **November 7<sup>th</sup>**.

Course Communication: I am using the U of T Blackboard Portal. I will likely be sending out important course information (e.g., discussion questions for an upcoming class) via email in Blackboard. Please make sure you have a valid UofT email address and check that account for course-related email.

### ***Course Schedule and Readings***

#### **September 12 - Organizational Meeting**

#### **September 19 – The Complexity of Person Perception I: Features & Phenotypes**

Ma, D. S. & Correll, J. (2011). Target prototypicality moderates racial bias in the decision to shoot. *Journal of Experimental Social Psychology, 47*, 391-396.

Stepanova, E. V. & Strube, M. J. (2012). The role of skin color and facial physiognomy in racial categorization: Moderation by implicit attitudes. *Journal of Experimental Social Psychology, 48*, 867-878.

Ito, T. A., Willadsen-Jensen, E. C., Kay, J. T., & Park, B. (2011). Contextual variation in automatic evaluative bias to racially-ambiguous faces. *Journal of Experimental Social Psychology, 47*, 818-823.

Johnson, K. L., Freeman, J. B., & Pauker, K. (2012). Race is gendered: How covarying phenotypes and stereotypes bias sex categorization. *Journal of Personality and Social Psychology, 102* (1), 116-131.

### **September 26 – The Complexity of Person Perception II: Biracial Individuals**

Chen, J. M. & Hamilton, D. L. (2012). Natural ambiguities: Racial categorization of multiracial individuals. *Journal of Experimental Social Psychology, 48*, 152-164.

Sanchez, D. T., Good, J. J., & Chavez, G. (2011). Blood quantum and perceptions of black-white biracial targets: The black ancestry prototype model of affirmative action. *Personality and Social Psychology Bulletin, 37* (1), 3-14.

Ho, A. K., Sidanius, J., Levin, D. T., & Banaji, M. R. (2011). Evidence for hypodescent and racial hierarchy in the categorization and perception of biracial individuals. *Journal of Personality and Social Psychology, 100* (3), 492-506.

Remedios, J. D., & Chasteen, A. L., & Oey, E. (2012). "Unskilled" workers: Social skills stereotypes affect evaluations of biracial job applicants. *Basic and Applied Social Psychology, 34*, 204-211.

### **October 3 – The Complexity of Person Perception III: Concealable Identities & Multiple Categorizations**

Jones, C. R. & Fazio, R. H. (2010). Person categorization and automatic racial stereotyping effects on weapon identification. *Personality and Social Psychology Bulletin, 36* (8), 1073-1085.

Plant, E. A., Goplen, J., & Kunstman, J. W. (2011). Selective responses to threat: The roles of race and gender in decisions to shoot. *Personality and Social Psychology Bulletin, 37* (9), 1274-1281.

Freeman, J. B., Johnson, K. L., Ambady, N., & Rule, N. O. (2010). Sexual orientation perception involves gendered facial cues. *Personality and Social Psychology Bulletin, 36* (10), 1318-1331.

Remedios, J.D., Chasteen, A. L., Rule, N. O., & Plaks, J. E. (2011). Evaluations at the intersection of ambiguous and obvious social categories: Does Gay + Black = Likable? *Journal of Experimental Social Psychology, 47*(6), 1312-1315.

### **October 10 - The Era of Obama: Implications for Perceivers & Targets**

Knowles, E. D., Lowery, B. S., & Schaumberg, R. L. (2010). Racial prejudice predicts opposition to Obama and his health care reform plan. *Journal of Experimental Social Psychology, 46*, 420-423.

Helman, E., Gaertner, S. L., & Dovidio, J. F. (2011). Evaluations of presidential performance: Race, prejudice, and perceptions of Americanism. *Journal of Experimental Social Psychology, 47*, 430-435.

Columb, C. & Plant, E. A. (2011). Revisiting the Obama effect: Exposure to Obama reduces implicit prejudice. *Journal of Experimental Social Psychology, 47*, 499-501.

Lybarger, J. E. & Monteith, M. J. (2011). The effect of Obama saliency on individual-level racial bias: Silver bullet or smokescreen? *Journal of Experimental Social Psychology, 47*, 647-652.

Phelan, J. E. & Rudman, L. A. (2010). Reactions to ethnic deviance: The role of backlash in racial stereotype maintenance. *Journal of Personality and Social Psychology, 99* (2), 265-281.

**October 17 – Interventions for Perceivers I: Approach Behaviors, Mimicry, & Confronting Prejudice**

Phills, C. E., Kawakami, K., Tabi, E., Nadolny, D., & Inzlicht, M. (2011). Mind the gap: Increasing associations between the self and blacks with approach behaviors. *Journal of Personality and Social Psychology, 100* (2), 197-210.

Inzlicht, M., Gutsell, J. N., & Legault, L. (2012). Mimicry reduces racial prejudice. *Journal of Experimental Social Psychology, 48*, 361-365.

Mallett, R. K. & Wagner, D. E. (2011). The unexpectedly positive consequences of confronting sexism. *Journal of Experimental Social Psychology, 47*, 215-220.

Stone, J., Whitehead, J., Schmader, T., & Focella, E. (2011). Thanks for asking: Self-affirming questions reduce backlash when stigmatized targets confront prejudice. *Journal of Experimental Social Psychology, 47*, 589-598.

**October 24 – Interventions for Perceivers II: Intergroup contact, Perspective-taking, Multiculturalism vs. Color-blindness**

Page-Gould, E., Mendoza-Denton, R., Alegre, J. M., & Siy, J. O. (2010). Understanding the impact of cross-group friendship on interactions with novel outgroup members. *Journal of Personality and Social Psychology, 98* (5), 775-793.

Todd, A. R., Bodenhausen, G. V., & Galinsky, A. D. (2012). Perspective-taking combats the denial of intergroup discrimination. *Journal of Experimental Social Psychology, 48*, 738-745.

Apfelbaum, E. P., Pauker, K., Sommers, S. R., & Ambady, N. (2010). In blind pursuit of racial equality? *Psychological Science, 21*(11), 1587-1592.

Vorauer, J. D. & Sasaki, S. J. (2011). In the worst rather than the best of times: Effects of salient intergroup ideology in threatening intergroup interactions. *Journal of Personality and Social Psychology, 101* (2), 307-320.

**October 31 – Intergroup Interactions: Perceiver's Perspective**

Bergsieker, H. B., Shelton, J. N., & Richeson, J. A. (2010). To be liked versus respected: Divergent goals in interracial interactions. *Journal of Personality and Social Psychology, 99* (2), 248-264.

Shapiro, J. R., Baldwin, M. Williams, A. M., & Trawalter, S. (2011). The company you keep: Fear of rejection in intergroup interaction. *Journal of Experimental Social Psychology, 47*, 221-227.

Trawalter, S., Adam, E. K., Chase-Landsdale, P. L., & Richeson, J. A. (2012). Concerns about appearing prejudiced get under the skin: Stress responses to interracial contact in the moment and across time. *Journal of Experimental Social Psychology, 48*, 682-693.

Plant, E. A., Devine, P. G., & Peruche, M. B. (2010). Routes to positive interracial interactions: Approaching egalitarianism or avoiding prejudice. *Personality and Social Psychology Bulletin, 36* (9), 1135-1147.

### **November 7 – Intergroup Interactions: Target's Perspective**

Bair, A. N. & Steele, J. R. (2010). Examining the consequences of exposure to racism for the executive functioning of black students. *Journal of Experimental Social Psychology, 46*, 127-132.

Holoien, D. S. & Shelton, J. N. (2012). You deplete me: The cognitive costs of colorblindness on ethnic minorities. *Journal of Experimental Social Psychology, 48*, 562-565.

Babbitt, L. G. & Sommers, S. R. (2011). Framing matters: Contextual influences on interracial interaction outcomes. *Personality and Social Psychology Bulletin, 37* (9), 1233-1244.

Townsend, S. M., Major, B., Sawyer, P. J., & Mendes, W. B. (2010). Can the absence of prejudice be more threatening than its presence? It depends on one's worldview. *Journal of Personality and Social Psychology, 99* (6), 933-947.

Kaiser, C. R., Drury, B. J., Malahy, L. W., & King, K. M. (2011). Nonverbal asymmetry in interracial interactions: Strongly identified blacks display friendliness, but whites respond negatively. *Social Psychological and Personality Science, 2*(5), 554-559.

### **November 14 –Experiencing & Coping with Stigma I: Perceptions of Discrimination, Intragroup Effects**

Cook, J. E., Arrow, H., & Malle, B. F. (2011). The effect of feeling stereotyped on social power and inhibition. *Personality and Social Psychology Bulletin, 37* (2), 165-180.

Brandt, M. J. (2011). Sexism and gender inequality across 57 societies. *Psychological Science, 22*(11), 1413-1418.

Stephens, N. M. & Levine, C. S. (2011). Opting out or denying discrimination? How the framework of free choice in American society influences perceptions of gender inequality. *Psychological Science, 22*(10), 1231-1236.

Craig, M. A. & Richeson, J. A. (2012). Coalition or derogation? How perceived discrimination influences intraminority intergroup relations. *Journal of Personality and Social Psychology, 102* (4), 759-777.

Shapiro, J., Mistler, S. A., & Neuberg, S. L. (2010). Threatened selves and differential prejudice expression by white and black perceivers. *Journal of Experimental Social Psychology, 46*, 469-473.

### **November 21 –Experiencing & Coping with Stigma II: Group Identities**

Remedios, J.D., Chasteen, A.L., & Paek, J.D. (2012). Not all prejudices are experienced equally: Comparing experiences of racism and sexism in female minorities. *Group Processes and Intergroup Relations*, 15, 273-287.

Goff, P. A., Di Leone, B. A., & Kahn, K. B. (2012). Racism leads to pushups: How racial discrimination threatens subordinate men's masculinity. *Journal of Experimental Social Psychology*, 48, 1111-1116.

Stock, M. L., Gibbons, F. X., Walsh, L. A., & Gerrard, M. (2011). Racial identification, racial discrimination, and substance use vulnerability among African American young adults. *Personality and Social Psychology Bulletin*, 37 (10), 1349-1361.

Derks, B., Van Laar, C., Ellemers, N., & deGroot, K. (2011). Gender bias primes elicit queen-bee responses among senior policewomen. *Psychological Science*, 22(10), 1243-1249.

Eliezer, D., Major, B., & Mendes, W. B. (2010). The costs of caring: Gender identification increases threat following exposure to sexism. *Journal of Experimental Social Psychology*, 46, 159-165.

### **November 28 – Stereotype Threat: Pervasiveness, Mechanisms, & Interventions**

Shapiro, J. R. (2011). Different groups, different threats: A multi-threat approach to the experience of stereotype threats. *Personality and Social Psychology Bulletin*, 37 (4), 464-480.

Lee, J. R. & Nass, C. (2012). Distinctiveness-based stereotype threat and the moderating role of coercion contexts. *Journal of Experimental Social Psychology*, 48, 192-199.

Thomas, A. K. & Dubois, S. J. (2012). Reducing the burden of stereotype threat eliminates age differences in memory distortion. *Psychological Science*, 22(12), 1515-1517.

Forbes, C. E. & Schmader, T. (2010). Retraining attitudes and stereotypes to affect motivation and cognitive capacity under stereotype threat. *Journal of Personality and Social Psychology*, 99 (5), 740-754.

Eibach, R. P., Mock, S. E., & Courtney, E. A. (2010). Having a 'senior moment': Induced aging phenomenology, subjective age, and susceptibility to ageist stereotypes. *Journal of Experimental Social Psychology*, 46, 643-649.

### **December 5 –PAPER DUE BY 4 P.M. TO ALISON IN SS4057**