

I. Course Information

- PSY342: Stereotypes, Prejudice, & Discrimination
- Monday/Wednesday, 10:20-11:40; 103 Erickson Hall
- Professor: Joseph Cesario
 - Office Hours: Mondays, 3:00-4:00, 255 Psychology
- Teaching Assistant: Jenna Harder
 - Office Hours: Thursdays, 4:00-5:00, 244c Psychology
- Email: psy342cesario@gmail.com
- Website: d2l.msu.edu

II. Course Overview

- This course covers the intra- and inter-personal processes underlying stereotyping, prejudice, and discrimination. Emphasis is placed on understanding these processes in light of human evolution and economic principles. Topics are organized around three broad questions: *What are groups and how do we understand group differences? Why do we care about groups and what are the consequences of doing so?* and *How and why do we store information about groups?* This may very well be the most challenging, informative, and rewarding course of your academic life.

III. Course Objectives

- The primary objective is to learn the principles governing intergroup cognition, affect, and behavior.

IV. Lectures

- I will post lecture slides on D2L at the end of each lecture. I use lecture slides to highlight main points, present data, and illustrate difficult concepts. *You must pay attention and take notes during class.*

V. Readings

- There is no required textbook. Original source material is posted on D2L. Required readings are listed in the course calendar below. There are optional readings offered for most topics on the calendar, as well as an extended reading list at the end of this syllabus for your general education.

VI. Evaluation

1. Philosophy
 - You will be tested on how well you are able to master the material presented each lecture and apply principles to novel questions and situations.
2. Weekly Tests
 - Every week there will be a 10-question test covering the week's lecture material and readings plus, occasionally, material from prior weeks. The test will be on D2L and will be open for you to take ***anytime Friday a.m. through Sunday p.m.*** each week. ***Once you open the test, you have 20 minutes to complete the test.*** You cannot return to the test at a later time in the weekend. You must complete the test alone and without having discussed test items with other students. Grades will be released after the open period has ended.
 - There will be a test every week (14 in total) beginning Sept. 8-10 and running through Dec. 8-10.

3. Final Exam
 - The final exam will be in 103 Erickson Hall and consist of multiple choice questions, similar to those found in the weekly test. The final exam is **Friday, Dec. 15, 7:45am – 9:45am**. I am not any happier about this time than you are.
4. Extra Credit: Human Participation in Research
 - You can earn extra credit in this course by participating in psychology research. You will receive 1 course point for every 30 minutes of research participation, with a maximum of 5 course points (2.5 hours) of extra credit added to your final grade. *You must see the documentation posted on D2L for instructions on research participation!* All research must be completed by Friday, December 8 at 5:00pm.
 - If you would like to complete an alternative assignment (5-page literature review) instead of research participation, you must inform me before October 1. After October 1 you will no longer have the option of doing the alternative assignment.
5. Calculating Your Final Grade
 - The 14 weekly tests are worth 10 points each. Your top 12 test scores count toward your final grade; the lowest two test scores (including any missed tests) are dropped. The final exam is worth 80 points. The point total for the course is therefore 200 points.
 - Simply add your weekly test total + final exam total + any HPR extra credit points and divide by 200 to get your percent for the course. 89.5% and above = 4.0, 84.5% - 89.4% = 3.5, 79.5% - 84.4% = 3.0, etc.
 - *There will be no adjustments to your grade merely because you are close to the next grade.* I will never, ever, *under any circumstance*, change your grade for any reason other than a calculation error, nor will I give you any special assignments so you can get a grade higher than the one you earned. Please do not ask.

VII. Honors Option

- If you would like to complete an honors option for this course, you may do so with an original in-depth analysis of any topic we cover in the course. This typically takes the form of a manuscript but other options are possible. Please email the course gmail account stating that you would like to do an honors option, and I will send you an email with detailed instructions. Honors options are due the last day of classes, **Friday December 8**.

VIII. Accommodations

- Students who need accommodations during class or exams should see me immediately.
- If you require testing accommodations (additional time, less disruptive room, etc.) you must contact me and present your VISA *at least two weeks* before the exam date to schedule an alternative exam. Typically, I will schedule for you to take the exam during a special exam session offered by the Psychology Department. Those exams occur in small group settings and are offered every Wednesday and Thursday at 3:00pm in Giltner 346. If you are unable to make either of those times, or that option does not meet your VISA accommodations, you can schedule to take your exam at the RCPD office. In either case, the exam must be scheduled well in advance, so you need to adhere to the two week prior notification requirement.

IX. Make-Up Tests and Exams

- No makeup tests or exams will be given unless you have a valid, documented excuse. Any notes must explicitly state “This student was unable to take the test/exam on (dates) because _____.” If you cannot get a note or if your excuse involves something that is private,

you must get a note from the Dean. **You must notify me that you have a valid excuse by the end of the day of the test period/exam or you will not be allowed a makeup.**

- If you cannot take the test/exam because of a university-scheduled event, a religious holiday, or some other acceptable event that you could have foreseen, you must notify me **at least one week before the test/exam**. (See the homepage of the Ombudsperson's office for acceptable non-emergency absences.) If you do not notify me within this time frame, you will not be allowed to take the makeup.

X. Academic Honesty

- The following is the academic honesty statement from the Office of the Ombudsperson; all students are required to adhere to this statement:
 - Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Psychology department adheres to the policies on academic honesty as specified in General Student Regulations 1.0, *Protection of Scholarship and Grades*; the all-University Policy on *Integrity of Scholarship and Grades*; and Ordinance 17.00, Examinations. (See *Spartan Life: Student Handbook and Resource Guide* and/or the MSU Web site: www.msu.edu.) Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in PSY 342. Students who violate MSU rules may receive a penalty grade, including -- but not limited to -- a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also <https://www.msu.edu/~ombud/academic-integrity/index.html>)
- If you break the academic honesty agreement in any way, you will receive a 0.0 for the course. There are no exceptions.
- I encourage you to visit honorcode.msu.edu to learn more about the **Spartan Code of Honor**:
 - "As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do."

XI. The Most Important Part of This Syllabus

- This course covers difficult, challenging, and controversial topics. The stance that all students are required to adopt for this course has two principles: (1) respect for each individual person and (2) free inquiry and intellectual integrity. In other words, personal attacks and demeaning attitudes or behaviors against any person are not allowed, and neither are attempts to curtail questions or critical thought.
- Criticism, exploration, and scrutiny **of all topics and ideas** are requirements for a free and open society as well as for meaningful intellectual development. In this classroom, such criticism will be undertaken with the *highest standards of intellectual integrity and respect for the person*. Free inquiry is not only the cornerstone of science and scholarship but is also the foundation for treating people with respect: To critically evaluate someone else's beliefs is a sign that you respect that person enough to take their claims seriously and treat them as an intellectual equal, rather than patronizing the person by shielding them from criticism.

XII. Calendar

- Required readings are listed next to the date they are due. *Optional* readings are listed in italics.
- **Section I: What are groups and how do we understand group differences?**
 - Wed 8/30 Course Introduction / The Nature of Groups
 - *optional: Tate & Audette (2001)*
 - Mon 9/4 *No Class, Labor Day*
 - Wed 9/6 Introduction to Disparate Outcomes / Economic & Employment Disparities
 - Mon 9/11 Economic & Employment Disparities cont.
 - Sowell (2008a)
 - *optional: Gino, Wilmuth, & Brooks (2015)*
 - Wed 9/13 Economic & Employment Disparities cont.
 - Mon 9/18 Economic & Employment Disparities cont.
 - Sowell (2008b)
 - Wed 9/20 Economic & Employment Disparities cont.
 - Mon 9/25 Criminal Justice Disparities
 - Cesario et al. (2017)
 - Beaver et al. (2013)
 - Wed 9/27 Academic Disparities
 - Diekman et al. (2017)
 - Valla & Ceci (2014)
 - Mon 10/2 Academic Disparities cont.
 - Wright et al. (2014)
 - *optional: Sowell (2005b)*
 - Wed 10/4 Solutions and Failed Solutions to Discrimination & Disparate Outcomes
 - Williams (1982), Chpts. 5-9
 - Hsu's posts on preferential policies and mismatch
 - Briefing Report (2008; at least up to "Statements" section)
 - *optional: Fleming & Pollak (1970)*
 - Mon 10/9 Solutions and Failed Solutions cont. / Other Considerations
 - Sowell (2005a)
 - Lilienfeld (2017)
 - *optional: Haidt's (2017) comment on Lilienfeld*
 - *optional: <http://vudlab.com/simpsons/>*
 - Wed 10/11: *No Class, Conference*
- **Section II: Why do we care about groups and what are the consequences of doing so?**
 - Mon 10/16 Kin Selection
 - *optional: Axelrod & Hamilton (1981)*
 - *optional: Hamilton (1963)*
 - Wed 10/18 Kin Selection cont. / Reciprocal Altruism
 - *optional: Trivers (1971)*
 - Mon 10/23 Ingroup-Outgroup Bias
 - Ruffle & Sosis (2006)
 - *optional: Olsson et al. (2005) or Hart et al. (2000)*

- *optional: Yamagishi et al. (1999)*
- Wed 10/25 Stigma & Dehumanization
 - Kurzban & Leary (2001)
- Mon 10/30 Stigma & Dehumanization cont. / Sexual Selection & Male-Female Prejudice
 - Haslam (2006)
 - *optional: Navarrete et al. (2009)*
- Wed 11/1 Sexual Selection & Male-Female Prejudice cont. / Intergroup Emotions
 - Cottrell & Neuberg (2005)
- Mon 11/6 Prejudice "Masked" in Symbolic & Benevolent Cloaks
 - Glick et al. (2000)
 - Sniderman & Tetlock (1986)
 - *optional: Pearson et al. (2009)*
 - *optional: Meertens & Pettigrew (1997)*
- Wed 11/8 Housing Segregation:
 - <http://ncase.me/polygons/> and Worksheet 1 (found on d21)
 - Williams (1982), Chpt. 1
 - *optional: Schelling (1971)*
- Mon 11/13 Reducing Intergroup Prejudice
 - Sherif (1958)
 - Sidanius et al. (2004)
 - Haidt & Jussim (2016)
 - *optional: Wolsko et al. (2000)*
 - *optional: Putnam (2007)*
- **Section III: How, when, and why do we store and use information about groups?**
 - Wed 11/15 Core Concepts & Definitions / Stereotype Formation & Accuracy
 - Jussim et al. (2009)
 - Fiske et al. (1999)
 - *Optional: Hamilton & Gifford (1976)*
 - Mon 11/20 Stereotype Formation & Accuracy cont.
 - Wed 11/22 Conditions of Categorical Activation & Use
 - Kunda & Thagard (1996)
 - Mon 11/27 Conditions of Categorical Activation & Use cont.
 - Bargh (1999)
 - Wed 11/29 Implicit Bias (As an Explanation of Disparate Outcomes)
 - Arkes & Tetlock (2004)
 - *optional: Amodio & Devine (2006)*
 - *optional: von Hippel (2004)*
 - Mon 12/4 Implicit Bias cont.
 - Wed 12/6 Understanding Experimental Social Psychology / Conclusions
 - Steele & Aronson (1995)
 - *optional: Ganley et al. (2013)*

FINAL EXAM: Friday, Dec. 15, 7:45am – 9:45am.

XIII. References

- Amodio, D. M., & Devine, P. G. (2006). Stereotyping and evaluation in implicit race bias: Evidence for independent constructs and unique effects on behavior. *Journal of Personality and Social Psychology, 91*, 652–61.
- Arkes, H. & Tetlock, P. E. (2004). Attributions of implicit prejudice, or Would Jesse Jackson fail the Implicit Association Test? *Psychological Inquiry, 15*, 257-278.
- Axelrod, R., & Hamilton, W. D. (1981). The Evolution of Cooperation. *Science, 211*, 1390–1396.
- Bargh, J. A. (1999). The cognitive monster: The case against the controllability of automatic stereotype effects. In S. Chaiken & Y. Trope (Eds.), *Dual-process theories in social psychology* (pp. 361-382). New York: The Guilford Press.
- Beaver, K. M., DeLisi, M., Wright, J. P., Boutwell, B. B., Barnes, J. C., & Vaughn, M. G. (2013). No evidence of racial discrimination in criminal justice processing: Results from the National Longitudinal Study of Adolescent Health. *Personality and Individual Differences, 55*(1), 29-34.
- Briefing Report (2008). The Impact of Illegal Immigration on the Wages and Employment Opportunities of Black Workers: A Briefing Before The United States Commission on Civil Rights Held in Washington, DC.
- Cesario, J., Johnson, D.J., & Terrill, W. (2017). Is There Evidence of Racial Disparity in Police Use of Deadly Force? Analyses of Officer-Involved Shootings in 2015-2016. *Manuscript under review*.
- Cottrell, C. A., & Neuberg, S. L. (2005). Different emotional reactions to different groups: A sociofunctional threat-based approach to “prejudice”. *Journal of Personality and Social Psychology, 88*, 770–89.
- Diekman, A. B., Steinberg, M., Brown, E. R., Belanger, A. L., & Clark, E. K. (2017). A goal congruity model of role entry, engagement, and exit: understanding communal goal processes in STEM gender gaps. *Personality and Social Psychology Review, 21*(2), 142-175.
- Fiske, S. T., Xu, J., Cuddy, A. C., & Glick, P. (1999). (Dis)respecting versus (Dis)liking: Status and Interdependence Predict Ambivalent Stereotypes of Competence and Warmth. *Journal of Social Issues, 55*(3), 473–489.
- Fleming, M., & Pollak, L. (1970). The Black Quota at Yale Law School An Exchange of Letters. *The Public Interest, (19)*, 44.
- Ganley, C. M., Mingle, L. A., Ryan, A. M., Ryan, K., Vasilyeva, M., & Perry, M. (2013). An examination of stereotype threat effects on girls’ mathematics performance. *Developmental psychology, 49*(10), 1886.
- Gino, F., Wilmut, C. A., & Brooks, A. W. (2015). Compared to men, women view professional advancement as equally attainable, but less desirable. *Proceedings of the National Academy of*

Sciences, 112, 12354–12359.

- Glick, P. et al., (2000). Beyond prejudice as simple antipathy: Hostile and benevolent sexism across cultures. *Journal of Personality & Social Psychology*, 79, 763-775.
- Haidt, J. (2017). The unwise idea on campus: Commentary on Lilienfeld (2017). *Perspectives on Psychological Science*, 12(1), 176-177.
- Haidt, J., & Jussim, L. (2016). Hard truths about race on campus. *Wall Street Journal*.
- Hamilton, D. L., & Gifford, R. K. (1976). Illusory correlation in interpersonal perception: A cognitive basis of stereotypic judgments. *Journal of Experimental Social Psychology*, 12, 392-407.
- Hamilton, W. D. (1963). The Evolution of Altruistic Behavior. *The American Naturalist*, 97, 354–356.
- Hart, A. J., Whalen, P. J., Shin, L. M., McInerney, S. C., Fischer, H., & Rauch, S. L. (2000). Differential response in the human amygdala to racial outgroup vs ingroup face stimuli. *Neuroreport*, 11(11), 2351-2354.
- Haslam, N. (2006). Dehumanization: An integrative review. *Personality and Social Psychology Review*, 10, 252-264.
- Hsu's blog post(s) on preferential policies and mismatch -- the following plus additional links throughout the article as needed:
 - <http://infoproc.blogspot.com/2015/12/mcwhorter-on-mismatch.html>
- Jussim, L., Cain, T.R., Crawford, J.T., Harber, K., & Cohen, F. (2009). The unbearable accuracy of stereotypes. In Nelson, T. (ed.), *The Handbook of Prejudice, Stereotyping, and Discrimination* (199-227). NY: Psychological Press.
- Kunda, Z., & Thagard, P. (1996). Forming impressions from stereotypes, traits, and behaviors: A parallel-constraint-satisfaction theory. *Journal of Personality and Social Psychology*, 103, 284–308.
- Kurzban, R., & Leary, M. R. (2001). Evolutionary origins of stigmatization: The functions of social exclusion. *Psychological Bulletin*, 127, 187–208.
- Lilienfeld, S. O. (2017). Microaggressions: Strong claims, inadequate evidence. *Perspectives on Psychological Science*, 12(1), 138-169.
- Mahajan, N., Martinez, M.A., Gutierrez, N.L., Diesendruck, G., Banaji, M.R., & Santos, L.R. (2011). The evolution of intergroup bias: Perceptions and attitudes in Rhesus Macaques. *Journal of Personality and Social Psychology*, 100, 387-405.
- Meertens, R.W., & Pettigrew, T. F. (1997). Is subtle prejudice really prejudice? *Public Opinion Quarterly*, 61, 54-71.

- Navarrete, C. D., Olsson, A., Ho, A. K., Mendes, W. B., Thomsen, L., & Sidanius, J. (2009). Fear Extinction to an Out-Group Face: The Role of Target Gender. *Psychological Science*, *20*, 155–158.
- Olsson, A., Ebert, J. P., Banaji, M. R., & Phelps, E. A. (2005). The role of social groups in the persistence of learned fear. *Science*, *309*, 785–7.
- Pearson, A.R., Dovidio, J.F., & Gaertner, S.L. (2009). The nature of contemporary prejudice: Insights from aversive racism. *Social and Personality Psychology Compass*, *3*, 1-25.
- Putnam, R. D. (2007). *E Pluribus Unum: Diversity and Community in the Twenty-first Century: The 2006 Johan Skytte Prize Lecture*. *Scandinavian Political Studies*, *30*, 137-174
- Ruffle, B.J., and Sosis, R. H. (2006). Cooperation and the in-group-out-group bias: A field test on Israeli kibbutz members and city residents. *Journal of Economic Behavior & Organization*, *60*, 147-163.
- Schelling, T. C. (1971). Dynamic models of segregation. *Journal of mathematical sociology*, *1*(2), 143-186.
- Sherif, M. (1958). Superordinate goals in the reduction of intergroup conflict. *American journal of Sociology*, *63*, 349-356.
- Sidanius, J., Van Laar, C., Levin, S., & Sinclair, S. (2004). Ethnic Enclaves and the Dynamics of Social Identity on the College Campus: The Good, the Bad, and the Ugly. *Journal of Personality and Social Psychology*, *87*, 96 –110
- Sniderman, P. M. and Tetlock, P. (1986). Symbolic Racism: Problems of Motive Attribution in Political Debate. *Journal of Social Issues*, *42*, 129-150.
- Sowell, T. (2005a). Are Jews generic? In *Black Rednecks and White Liberals* (pp. 65-109). San Francisco: Encounter Books.
- Sowell, T. (2005b). Black education: Achievements, myths and tragedies. In *Black Rednecks and White Liberals* (pp. 203-245). San Francisco: Encounter Books.
- Sowell, T. (2008a). Chapter 3: Male-female facts and fallacies. In *Economic Facts and Fallacies* (pp. 55-86). New York: Basic Books.
- Sowell, T. (2008b). Chapter 6: Racial facts and fallacies. In *Economic Facts and Fallacies* (pp. 153-187). New York: Basic Books.
- Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. *Journal of Personality and Social Psychology*, *69*, 797–811.
- Tate, C., & Audette, D. (2001). Theory and research on “race” as a natural kind variable in psychology. *Theory & Psychology*, *11*, 495–520.

- Trivers, R. L. (1971). The Evolution of Reciprocal Altruism. *The Quarterly Review of Biology*, 46, 35–57.
- Valla, J. M., & Ceci, S. J. (2014). Breadth-Based Models of Women’s Underrepresentation in STEM Fields: An Integrative Commentary on Schmidt (2011) and Nye et al. (2012). *Perspectives on Psychological Science*, 9, 219–224.
- von Hippel, W. (2004). Implicit prejudice: Pentimento or inquisition? *Psychological Inquiry*, 15, 302-305.
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- Wright, J. P., Morgan, M. A., Coyne, M. A., Beaver, K. M., & Barnes, J. C. (2014). Prior problem behavior accounts for the racial gap in school suspensions. *Journal of Criminal Justice*, 42(3), 257-266.
- Wolsko, C., Park, B., Judd, C. M., & Wittenbrink, B. (2000). Framing interethnic ideology: Effects of multicultural and color-blind judgments of groups of individuals. *Journal of Personality and Social Psychology*, 78, 635–654.
- Yamagishi, T., Nobuhito, J., & Kiyonari, T. (1999). Bounded generalized reciprocity: Ingroup boasting and ingroup favoritism. *Advances in Group Processes*, 16, 161–197.

XIV. General Extended Readings

- The following is a list of additional resources on the topics of stereotyping, prejudice, and discrimination. This is intended as a means of getting you to think more broadly about the topics discussed in this course. The emphasis is on novelty -- books you might not otherwise encounter. Each one is a starting point that will lead you down interesting and informative paths as you leave this course.
 - Gregory, D. (1964). *Nigger: An Autobiography*. Pocket Books.
 - Jussim, L.J. (2012). *Social Perception and Social Reality: Why Accuracy Dominates Bias and Self-Fulfilling Prophecy*. Oxford University Press.
 - Pinker, S. (2002). *The Blank Slate: The Modern Denial of Human Nature*. Viking.
 - Sowell, T. (2014). *Basic Economics: A Citizen's Guide to the Economy, 5th ed.* Basic Books.
 - Williams, W.E. (1982). *The State Against Blacks*. McGraw-Hill.
- If you are serious about exploring these avenues but financial hardship prevents you from purchasing any of these books, please see me.