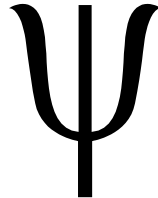




Academic Discipline: Psychology & Counselling



BSc (Anrh) Seicoleg
BSc (Hons) Psychology
BSc (Anrh) Seicoleg a Cwnsela
BSc (Hons) Psychology & Counselling

Module ECPS6003
The Psychology of Prejudice and Discrimination

Llawlyfr Modiwl
Module Handbook 2022-23

Module Leader:

Dr Katie Sullivan

Email: Katie.sullivan@uwtsd.ac.uk

Additional Academic staff: Assoc Prof. Paul B. Hutchings

Email: paul.hutchings@uwtsd.ac.uk

This handbook has been designed to provide you with the necessary information required for your progression throughout the module. It should be used in conjunction with the module Moodle page to ensure that you are aware of the learning outcome requirements for completion of this module.

Good luck with your studies. If you have any queries regarding this module, please contact the module leader, Dr Katie Sullivan

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ECPS6003 The Psychology of Prejudice and Discrimination: Module Information

This is a Level Six module and therefore requires a high level of commitment and independent thought. To do well on this module, in terms of both your marks and wider understanding of the topic area, it is important that you engage with online materials, attend taught sessions, keep up with the readings required for sessions and also carry out wider reading.

The Psychology of Prejudice and Discrimination module draws upon many of the modules that you have covered in the previous two years of your degree. It is a complex field of research that is informed by theory and research from areas of social psychology, cognitive psychology, individual differences, and developmental psychology. As this is a Level Six module it is expected that knowledge of the basic theories which underlie the topic should be reasonably understood by all students; if you are unclear on some of these theories it will be expected that you will catch up with them in preparation for dealing with the higher level issues that we will be covering.

Module Requirements

MODULE CODE: ECPS6003

TITLE: The Psychology of Prejudice and Discrimination

DATED: 26/04/2018

LEVEL: 6

CREDITS: 20

JACS CODE: C881

AIM(S)

- To develop the ability to critically evaluate current social psychological theories regarding prejudice and discrimination arising at interpersonal, inter and intragroup, institutional and societal levels and to enhance students' awareness of the potential impact of discriminatory behaviours on the individual and wider society.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically appraise competing theories in prejudice and discrimination research;
- integrate findings from multiple perspectives in order to demonstrate critical understanding of current issues in prejudice and discrimination;
- use evidence-based reasoning to critically consider the realism and ethics of prejudice and discrimination;
- take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills.

INDICATIVE CONTENT

Module content will introduce students to:

- past and present theories of prejudice and discrimination.
- differences between stereotyping, prejudice, and discrimination
- intergroup processes in prejudice and discrimination
- in-depth analysis of targets of discrimination, and the forms and effects of such behaviour.

- how prejudice and discrimination has been examined in different perspectives over time from blatant, overt prejudice to contemporary covert prejudice.
- Personality and individual differences in prejudice
- The development of prejudice from childhood
- Political and ethical issues
- Differing cultural attitudes to groups
- The relative “acceptability” of specific prejudices e.g., obesity, sexuality, and mental health
- Potential interventions in prejudice and discrimination, including colour-blindness, multiculturalism, contact/imagined contact, and legislation.

Specific content coverage mapping onto BPS Core Curriculum will include:

- Group processes and intergroup relations
- Attitudes and attitude change
- Prejudice in historical and contemporary society

LEARNING AND TEACHING STRATEGY

The module will be delivered through lectures, directed reading and seminars.

Seminars will be based around critical discussion of set papers on relevant topics with a focus on developing critical awareness of the implications of such research in real-life situations.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
Placement learning	-	-
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Essay	2,500 words	50%

Assessment Component 2

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Exam	2 hours	50%

Assessment Summary

Activity type	Percentage
Written exam	50%
Coursework	50%
Practical	
TOTAL	100%

This module is not linked to a Professional, Statutory and regulatory Body (PSRB).

READING LIST

Module Code	ECPS6003	
Module Title	The Psychology of Prejudice and Discrimination	
Classification	Reading List entry	Electronic*
Essential	Kite, M. E., & Whitley, B. E. (2016). <i>Psychology of prejudice and discrimination</i> . Abingdon: Routledge.	☒
Further	Shiraev, E. B., & Levy, D. A. (2010). <i>Cross-cultural psychology: Critical thinking and contemporary applications</i> (5 th international ed.). Upper Saddle River, NJ: Pearson Education.	☐

Further	Allport, G. W. (1954, 1979). <i>The nature of prejudice</i> . NY: Basic Books.	☐
Further	Sibley, C. G., & Barlow, F. K. (2016). <i>The Cambridge handbook of the psychology of prejudice</i> . Cambridge: Cambridge University Press.	☐
Further	Nelson, T. D. (2006). <i>The psychology of prejudice</i> . Boston, MA: Pearson.	☐
Further	Haddock, G., & Maio, G. (Eds.). (2004). <i>Contemporary perspectives on the psychology of attitudes</i> . Hove: Psychology Press.	☐
Further	Nelson, T. (Ed.). (2016). <i>Handbook of prejudice, stereotyping, and discrimination</i> . Hove: Psychology Press.	☐
Further	Gilovich, T., Griffin, D., & Kahneman, D. (Eds.). (2002). <i>Heuristics and biases: The psychology of intuitive judgment</i> . Cambridge: Cambridge University Press.	☐
Further	Dovidio, J. F., Glick, P., & Rudman, L. A. (Eds.). (2005). <i>On the nature of prejudice: Fifty years after Allport</i> . Oxford: Blackwell Publishing.	☐
Further	Dovidio, J. F., Hewstone, M., Glick, P., & Esses, V. M. (Eds.). (2010). <i>The Sage handbook of prejudice, stereotyping, and discrimination</i> . London: Sage.	☐
Further	<i>Journal of Personality and Social Psychology</i>	☒
Further	<i>Annual Review of Psychology</i>	☒
Further	<i>Social Cognition</i>	☒
Further	<i>British Journal of Social Psychology</i>	☒
Further	<i>Personality & Social Psychology Bulletin</i>	☒
Further	<i>European Journal of Social Psychology</i>	☒

Assessment Information

This module is assessed through two assessment components, each worth 50% of your overall module mark.

- Assessment component one is a 2,500 word essay that will answer a set question directly relevant to the module topic content.
- Assessment component two is a two-hour, essay answer examination. You will be expected to answer two of the six questions under examination conditions to a Level Six standard.

To guide you in your use of scheduled and independent learning we have allocated time from the 200 scheduled hours associated with this module. In the Module Series Information section of this handbook you will see that we have allocated hours of individual study to each assessment. This should provide you with ample time to complete your assessments but also emphasises the need to plan ahead and ensure that you spend the required time on your assessed work. We set high standards, we have high expectations – follow the guidance provided and put the effort in that is required and you can do well.

Please see the Assessment Proforma on the Prejudice and Discrimination Moodle pages for specific information regarding assessment question, requirements, and submission deadlines.

For this module you must record a mark for both elements of assessment greater than zero, but to pass the module you require a combined mark of 40% or higher.

Module Core Text and Wider Reading

Kite, M. E., & Whitley, B. E. Jr. (2016). *Psychology of prejudice and discrimination*. Abingdon: Routledge.

The suggested core text is the Kite and Whitley (2016) book and it is this book that many of the suggested chapter readings are related to. Some sessions also come with suggested additional readings. The suggested wider reading list on Moodle also contains good sources of information for your study of this topic.

Wider Reading List

Please see the Leganto reading list via Moodle and the links and PDFs provided on Moodle for further reading.

Taught Materials

The recorded sessions will cover some of major theories and areas of research found under the heading of prejudice and discrimination (see the lecture pages for details). On-campus sessions will then focus upon further developing your knowledge and understanding of the topic areas through discussion and debate. These will allow you to display your knowledge of the topics and to discuss critically the issues raised in the readings and lectures.

Readings

The taught materials, whether recorded or live, can only provide you with a scaffold of information – it is your wider reading that will help you to develop a comprehensive understanding of the topic. Each session comes with a series of readings, some classed as ‘essential’ and others as ‘additional’. It is expected that you will carry out the essential reading for the sessions as we go along (it is a good idea to spend some time going over the essential reading before viewing or attending the session information, to aid your understanding of the topic area during the session. Suggested timings of how long we expect you to read on each essential

reading are given later in this handbook. It is your knowledge from readings that will largely guide you in the on-campus sessions. We operate our live sessions on a simple rule; not understanding the material is acceptable, but not *attempting* to understand the material is unacceptable.

The additional readings will provide depth to your knowledge, and you are encouraged to engage with as many of these readings as possible.

Whilst you should refer to the Psychology Student Handbook for specific details, this excerpt sets out what is expected of your work at Level 6 (Year 3). The points which are most important are highlighted, as they relate to the expectations of your approach to the module and the level of answers required for your examination assessment:

At **Level 6** it is expected that students will demonstrate the following qualities:

- 1. Be able to work independently, with guidance, in a general and sustained way.**
2. Be able to apply the habits and techniques of independent learning to a major piece of research (the dissertation).
- 3. Be capable of assimilating and synthesising ideas and information so as to generate interpretations of a relatively original sort.**
- 4. Be able to handle relevant theories, methods and models in a confident and critical manner.**
- 5. Be familiar with primary source material in the research area and be capable of making extensive use of it.**
- 6. Be aware of a wide range of secondary material.**
- 7. Be capable of presenting a sustained argument in oral form and in a variety of settings, including tutorials and seminars.**
- 8. To have developed a degree of self-reflective thought so that personal interpretations themselves become subject to questioning.**
9. Be able to make use of appropriate computer applications.
- 10. By making use of careful planning, be able to organise time effectively so as to identify areas of study, decide upon outcomes and achieve goals.**

The following pages set out the session structure and associated readings. This handbook and the associated Moodle folder should be used to keep track of what we are covering and what the requirements are for session preparation.

Suggested plan for Assessment One: Essay		
Task	What it entails	Time assigned for task
General reading around topic area	Understand the question; key concepts related to the question; major issues related to the question; identify key papers	10 hours
In-depth research of essay topic	Reading key papers; identifying and reading more advanced and contemporary articles	30 hours
Writing first draft	Writing basic arguments, structure of essay and main focus	20 hours
Writing second draft	Incorporate more advanced arguments and evidence into the essay	10 hours
Writing final draft	Writing the version that is to be submitted, complete with citations and full reference list	8 hours
Proofread and check	Proofread for structure and errors, check for presentation	5 hours
<i>Time allocated to assessment = 83 hours</i>		

Suggested plan for Assessment Two: Exam		
Task	What it entails	Time assigned for task
General overview of lecture areas (slides + notes)	Ensuring you understand the basic concepts, key definitions, and studies from the revision lecture	1 hour
Revision of exam areas	You will be informed of the six broad areas of examination; you should research each before settling on an area for extensive revision	One hour per topic x six topics = 6 hours
Focus on three topic areas	You should focus your revision around three areas (sensible to have a spare in case you do not like the question for one of your revised areas); research	Six hours x three topics = 18 hours

	of each should be in-depth and go beyond core readings to bring in new and advanced research	
<i>Time allocated to assessment = 25 hours</i>		

As you can see from the above, planning and time management are vitally important at Level Six. We will use your knowledge of the readings and lectures to guide discussion. Therefore, your contact time each week is usually around three hours per week (including recorded sessions), with the expectation of independent learning through following the allocated weekly readings.

With regard to assessment preparation, by their very timing and nature it is advisable to plan ahead, particularly in relation to the essay. The exam will come at you fast and so preparing for that will take priority, and then you have a number of weeks to prepare for your essay submission. If you have a gap in your timetable when you do not have another module, use that time to get big chunks of the essay out of the way; if you are doing modules up to the essay submission then try to work on it a little at a time over a longer period. The importance of being able to plan your time according to your workload to produce a strong piece of work is key here. Do not put yourself in a situation where you rush writing your assessment; this invariably leads to poorer work and poorer marks.

Session One

Introduction to the module/Stereotypes

This has been split into three broad themes. In the first of these we will set out the requirements of the module, how to approach the assessments etc. Therefore, this is an important lecture for you to review. In the second part we will broadly discuss what the issue is in society and why it is important for us to research and understand prejudice and discrimination from different perspectives and at different levels. In the third part we will take a brief tour through the history of prejudice and discrimination; it is a topic that has been examined experimentally for just under 100 years, and we have seen many changes during this time. This part of the session will hopefully give you some context of what we will be discussing over the other parts of the module, and why we examine it in the ways that we do.

Main Themes:

- Module introduction
- What is the issue?
- The research timeline of prejudice and discrimination

Essential Readings

Whitley and Kite (2016): Chapter One

Additional Readings

Stangor (in Nelson, 2016): Chapter One

Session Two

Stereotypes and Categorisation

Here we will start to examine in greater detail the concept of stereotypes, including how and why we use them. This will include examining the structure and content of stereotypes, how we use them to categorise groups of people (amongst other things) and the competition that can then occur between groups for resources, often based upon these categorisations.

Main Themes:

- Stereotypes
- Categorisation
- Group conflict

Essential Readings

Whitley and Kite (2016): Chapter Three

Whitley and Kite (2016): Chapter Four

Session Three

Implicit and Explicit Prejudice

Here we will examine how prejudice and discrimination, and the measurement of it, has changed over time. This will be done by looking at two key concepts in the prejudice and discrimination research literature; explicit and implicit prejudice. We will examine how they have been examined in research and also how their uses across time may have been influenced by societal factors. In the final part of this session we will then consider how implicit and explicit prejudice may interact and how this may provide us with a greater understanding of prejudice in contemporary society.

Main Themes

- Explicit prejudice
- Implicit prejudice
- The interaction between implicit and explicit prejudice

Essential Readings

Whitley and Kite (2016): Chapter Five

Session Four

Individual Differences and Typologies

In this session we will examine how personality types, values, and ideologies can influence our stereotyping and potential discrimination. It differs from the traditional exploration of prejudice and discrimination that we have covered previously as it draws far more upon the links with political, societal, and ideological elements of the person than the more internal cognitive-based concepts of implicit and explicit prejudice.

Main Themes

- Right-wing authoritarianism
- Social Dominance Orientation
- Values
- Ideologies

Essential Readings

Whitley and Kite (2016): Chapter Six

Session Five

Gender Bias/Sexism

Whilst much of what we have discussed previously has related to racism in particular, much of it can also be applied to other issues such as gender. In this session we will explore how implicit and explicit prejudice applies to issues of sexism in everyday life and across different cultures.

Main Themes

Sexism across culture

Ambivalent and hostile sexism

Contemporary sexism

Essential Readings

Whitley and Kite (2016): Chapter Eleven

Additional Readings

Swim and Hyers (in Nelson, 2016): Chapter 20

Session Six

Ageism

As with the previous session on sexism, we will examine the last of the 'big three' in the prejudice research; ageism. Again, we will examine the similarities and differences that exist between ageism and other forms of prejudice, and consider the impact of these prejudices on people in their societies.

Main Themes

Hostile and ambivalent ageism

Similarities and differences with other prejudices

Reasons for prejudice towards a group we will join

Essential Readings

Kite and Whitley (2016): Chapter Twelve

Additional Readings

Nelson (in Nelson, 2016): Chapter Twenty-one

Session Seven

Mental and Physical Health Discrimination

In this session we will examine some of the prejudice and discrimination that can impact upon individuals relating to areas that fall outside of the big three; some argue that these are prejudices that are even deemed to be more acceptable to a certain extent. We will examine some aspects of mental and physical health to examine some of the wider societal issues that go beyond simply cognitive processes.

Main Themes

Obesity

Mental health

Disability

Essential Readings

Kite & Whitley (2016): Chapter 13

Additional Readings

Crandall et al. (in Nelson, 2016): Chapter 23

Brohan et al. (2010): Experiences of mental health stigma

Session Eight

Genocide

Genocide is prejudice and discrimination on the largest and most abhorrent scale possible; the attempt to eradicate people, culture, and history. It involves many aspects of psychological theory, both from the prejudice and discrimination literature and also from wider psychological theory, in addition to aspects of political science and sociology. In this session we will introduce some of the key components to understanding how prejudice and discrimination may culminate in genocidal behaviour.

Terrorism

Whilst genocide is extreme at a societal level, terrorism is a related concept that is extreme at an individual level. It is also something that is far more likely to impact upon our society in the short term. This session will examine the impact of terrorism upon people, how they are able to deal with the threat of terrorism, and the effects of terrorism on the prejudice, discrimination and values held by individuals.

Main Themes

Defining genocide

Antecedents of genocide

Understanding the uses of terrorism

The impact of terrorism on individuals

The reactive-liberals hypothesis

Essential Readings

Baum (2004): A bell curve of hate

Harff (2003): No lessons learned from the Holocaust?

Armoudian (2020): In search of a genocidal frame.

Sullivan and Hutchings (2020): RWA, Explicit Prejudice, and Terrorism

Additional Readings

Greenberg et al. (in Nelson, 2016): Chapter 15

Nail et al. (2009): Threat causes liberals to think like conservatives

Session Nine

Targets of Prejudice and Discrimination

Whilst much of what we have looked at has focused upon the causes of prejudice and discrimination and the perpetrators of them, there is another side that must be looked at; impact upon targets of prejudice and discrimination. It may seem odd to you that so little focus of this module is on this, but there is good reason for this. The academic team delivering this module do not have the 'lived experience' of suffering discrimination and so to attempt to teach as if we did would be foolish and unprofessional. Therefore, we focus our coverage on the scientific understanding of mechanisms, just as we do for the earlier part of this module. This may limit the coverage of targets, but this is the trade-off for being able to examine areas elsewhere in the module. Nonetheless, there are still some key mechanisms that we are able to explore and so the focus of this session will be on those.

Main Themes

Stereotype threat

Essential Reading

Aronson and McGlone (in Nelson, 2016, Chapter 8). Stereotype and social identity threat.

Session Ten

Solutions and Directions

In the final part of this session we will consider potential areas of prejudice reduction, and how successful they have been. We will also examine how psychological methods may be incorporated with other methods, such as legislation changes, in order to reduce prejudice and discrimination.

Main Themes

Prejudice reduction

Contact

Affirmative Action

Multiculturalism and Colourblindness

Future directions

Essential Readings

Kite & Whitley (2016): Chapter Sixteen

Additional Readings

Fiske et al. (2016): Chapter Twenty-six

Morgenroth and Ryan (2018): Quotas and affirmative action