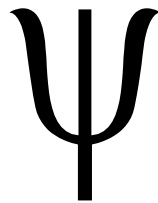


Ysgol Seicoleg School of Psychology



BSc (Hons) Psychology
BA (Hons) Counselling Studies and Psychology
BA (Hons) Education Studies and Psychology

Module M6X00916 Prejudice and Discrimination

Module Handbook

Module M6X00916 Prejudice and Discrimination

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This handbook has been designed to provide you with the necessary information required for your progression throughout the module. It is very important that you keep this in a safe place as it is your essential guide to module content and the learning outcomes required to complete the module.

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

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M6X00098 Prejudice and Discrimination: Module Information

This is a Level Six module and therefore requires a high level of commitment and independent thought. It is important that you attend lectures and seminars, and absolutely vital that you keep up with the readings required for lectures and also carry out wider reading.

The 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 highly 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 the basic theories it will be expected that you will catch up with these in preparation for dealing with the higher level issues that we will be covering.

Module Requirements

MODULE CODE:	M6X00916
TITLE:	Prejudice & Discrimination
DATED:	02/04/2014
LEVEL:	6
CREDITS:	20
JACS CODE:	C800

AIM(S)

The module aims to:

- develop a critical evaluation of current social psychological theories regarding prejudice and discrimination at the intergroup level;
- develop an in-depth understanding of the complexities arising at interpersonal, intragroup, institutional and societal levels; and
- enhance students' awareness of the potential impact of discriminatory behaviours on the individual and wider society.

LEARNING OUTCOMES

Upon successful completion of this module, students will be able to:

- **critically appraise competing theories in prejudice and discrimination research;**
- **demonstrate critical understanding of current issues in prejudice and discrimination;**
- **critically consider the realism and ethics of prejudice and discrimination; and**
- **display the ability to present work to a professional standard suitable for an academic audience through appropriate media.**

LEARNING AND TEACHING STRATEGY

The module will be delivered through lectures, directed reading and seminars. Seminars will be based around critical discussion and questions relating to set papers on relevant topics with a focus on developing critical awareness of the implications of such research in real-life situations.

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning • Lectures = 20 hours • Seminars = 8 hours • Directed Reading Seminars = 12 hours	40	20%
Independent learning	160	80%
Placement learning	0	0
TOTAL	200	100%

Assessment

Learning Outcomes	PLO	Assessment Criteria <i>To achieve each outcome a student must demonstrate the ability to:</i>
• Critically appraise competing theories in prejudice and discrimination research.	6.1	Critically appraise competing theories in relation to a current research area in prejudice and discrimination
• Demonstrate critical understanding of current issues in prejudice and discrimination.	6.4	Synthesise appropriate literature to demonstrate critical understanding of current issues in prejudice and discrimination
• Critically consider the realism and ethics of prejudice and discrimination.	6.6	Demonstrate a critical awareness of the implications of current research in real-life terms
• The ability to present work to a professional standard suitable for an academic audience through appropriate media	6.11	Present work to a professional standard using appropriate media

Assessment Summary

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

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

- Your first assessment will be a 2,500 word essay that will answer a set question directly relevant to the module topic content.
- Your second assessment will be 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 the suggested chapter readings are related to on page 11. Each lecture comes with suggested additional readings. The suggested wider reading list below also contains good sources of information for your study of this topic. We may also suggest readings via Moodle that may be useful, particularly for your examination preparation.

Wider Reading List

Allport, G. W. (1954, 1979). *The nature of prejudice*. New York: Basic Books.

Brown, R. (1995). *Prejudice: Its social psychology*. Oxford: Blackwell Publishing.

Chrysoschoou, X. (2004). *Cultural diversity: Its social psychology*. Oxford: Blackwell Publishing.

Dovidio, J. F., Glick, P., & Rudman, L. A. (Eds.) (2005). *On the nature of prejudice: Fifty years after Allport*. Oxford: Blackwell Publishing.

Gaertner, S. L., & Dovidio, J. F. (2000). *Reducing intergroup bias: The common ingroup identity model*. Hove: Psychology Press.

Hewstone, M., Stroebe, W., & Jonas, K. (Eds.). (2008). *Introduction to social psychology: A European perspective*. Oxford: BPS Blackwell.

Kassin, S., Fein, S., & Markus, H. R. (2011). *Social psychology* (8th Edition). Belmont, CA: Wadsworth.

Miller, A. G. (Ed.). (2004). *The social psychology of good and evil*. New York: Guilford Press.

Nelson, T. D. (2006). *The psychology of prejudice*. Boston, MA: Pearson.

Shiraev, E. B., & Levy, D. A. (2010). *Cross-cultural psychology: Critical thinking and contemporary applications*. Boston, MA: Allyn & Bacon.

Lectures and Seminars

Lectures will cover some of major theories and areas of research found under the heading of prejudice and discrimination (see the lecture pages for details). Seminars will focus upon further developing your knowledge and understanding of the topic areas through questions 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.

Please note: Lectures will start promptly at 09.05am and Seminars at 11.05am. Admittance after this time will be at the discretion of the academic staff, as reports from staff and students alike suggest that this is highly disruptive to lectures and seminars. We will be taking short breaks for questions at appropriate points in the lecture and late entry may be allowed at these times; seminars are more fluid and so will be more of a judgment call by us.

Readings

Lectures and seminars 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 lecture 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 lectures as we go along (it is a good idea to spend some time going over the essential reading before the lecture, to aid your understanding of the topic during the lecture and seminar). 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 seminars. For seminars, remember - not understanding the material is acceptable; 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 lecture structure. This handbook and the associated Moodle folder should be used to keep track of what we are covering and what the requirements are for seminar preparation. The module will broadly cover the following themes:

- The antecedents of stereotypes, prejudice, and discrimination
- Similarities and differences in prejudice and discrimination within and between groups
- Individual differences in prejudice and discrimination
- Potential solutions to prejudice and discrimination

Additional readings for each lecture are set out at the end of the module handbook.

Module Structure			
Date	Lecture Title	Preparation	Time Allocated
Tuesday 3 rd Oct	Introduction to the module/Stereotypes	Ch. 1 Ch. 2	5 hrs 3 hrs
Tuesday 10 th Oct	Structures of Stereotypes	Ch. 4	7 hrs
Tuesday 17 th Oct	Social Cognition	Ch. 3 Ch. 8	5 hrs 6 hrs
Tuesday 17 th Oct	Individual Differences and Typologies	Ch. 6	8 hrs
Tuesday 31 st Oct	Reading Week		
Tuesday 7 th Nov	Old-fashioned and Contemporary Prejudice	Ch. 5 Ch. 13	5 hrs 5 hrs
Tuesday 14 th Nov	Development of Prejudice	Ch. 7	8 hrs
Tuesday 21 st Nov	Specific Prejudice and Discrimination Types I	Ch. 11	7 hrs
Tuesday 28 th Nov	Specific Prejudice and Discrimination Types II	Ch. 12	7 hrs
Tuesday 5 th Dec	Experience of Prejudice and Discrimination	Ch. 9 Ch. 10	4 hrs 6 hrs
Tuesday 12 th Dec	Prejudice and Discrimination Reduction	Ch. 13 (revisit)	4 hrs
Christmas Holiday Examination to take place in January Exam Period			
Total Time Allocated	Lecture Time = 20 hours		Scheduled Reading Time = 80 hours
	Seminar Time = 8 hours		Guided Seminar Time = 8 hours
	Online Revision Session = 4 hours		
	Assessment One (Essay) = 40 hours		Assessment Two (Exam Revision) = 40 hours

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	5 hours
In-depth research of essay topic	Reading key papers; identifying and reading more advanced and contemporary articles	14 hours
Writing first draft	Writing basic arguments, structure of essay and main focus	8 hours
Writing second draft	Incorporate more advanced arguments and evidence into the essay	6 hours
Writing final draft	Writing the version that is to be submitted, complete with citations and full reference list	4 hours
Proofread and check	Proofread for structure and errors, check for presentation	3 hours
<i>Time allocated to assessment = 40 hours</i>		

Suggested plan for Assessment Two: Exam		
Task	What it entails	Time assigned for task
General reading of lecture areas (slides + notes)	Ensuring you understand the basic concepts, key definitions, and studies for each lecture	16 hours
In-depth revision of exam areas I	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 of each should be in-depth and go beyond core readings to bring in new and advanced research	Six hours x three topics = 18 hours
<i>Time allocated to assessment = 40 hours</i>		

As you can see from the above, planning and time management are vitally important at Level Six. We have scheduled four two-hour seminars with us over the course of the module where we will use your knowledge of the readings and lectures to guide discussion. Therefore your contact time each week is either two or four hours, and your average reading time is 7 – 10 hours.

We have also scheduled four two-hour ‘guided’ seminar times across the course of the module; we will identify the key elements that you should be focusing upon at these times and they are designed to be far more beneficial to you if you work in a group to discuss.

In all, we have calculated that the schedule incorporating taught and guided sessions plus reading should equate to between 10 – 15 hours per week for this module. That fits with your other module in the semester and your dissertation to take you up to a 38 hour week; a standard working week for a final year Psychology degree.

With regard to assessment preparation, by their very timing and nature it is advisable to plan ahead and break your assessment preparation down into weekly chunks. The reading week in October affords you a large number of hours in which to prepare for your essay assessment; spending 18 hours on the assessment in that week would mean that you only have to find an additional five hours per week in the other five weeks to produce a well-researched and well-written essay. Similarly, Spending 4 – 5 hours per week on revision in the last five weeks of the module will reduce the amount of time required to revise closer to the examination period in January.

Lecture One: Introduction to the module/Stereotypes

This lecture will set out the broad themes that will be covered over the rest of the module. We will begin the lecture series by exploring the differences between stereotyping, prejudice, and discrimination. We will also examine how prejudice and discrimination have been examined within different perspectives over the years to begin our understanding of stereotype research.

Main Themes:

- Defining terms
 - Race and culture
 - Stereotyping, prejudice, and discrimination
- Defining boundaries: which groups count?
- Studying prejudice and discrimination
- Temporal changes in theory

Essential Readings

See table on Page 11.

Suggested Additional Readings: Lecture 1

- Blascovich, J., Wyer, N. A., Swart, L. A., & Kibler, J. L. (1997). Racism and racial categorization. *Journal of Personality and Social Psychology*, 72, 1364 – 1372.
- Dovidio, J. F., Evans, N., & Tyler, R. B. (1986). Racial stereotypes: The contents of their cognitive representations. *Journal of Experimental Social Psychology*, 22, 22 – 37.
- Hilton, J. L., & von Hippel, W. (1996). Stereotypes. *Annual Review of Psychology*, 47, 237 – 271.

No seminar this week

Lecture Two: Structures of Stereotypes

In this lecture we will examine in more detail the reasons for using categorisation, and how we create, organise, and maintain our stereotypes. In particular we will focus upon the issues of stereotype content versus stereotype processes.

Main Themes:

- Origins of stereotypes
- Accuracy and function of stereotypes
- Maintenance of stereotypes
- Activation of stereotypes

Essential Readings

See table on Page 11.

Suggested Additional Readings: Lecture 2

- Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology*, 56 (1), 5 – 18.
- Kunda, Z., & Spencer, S. J. (2003). When do stereotypes come to mind and when do they color judgment? A goal-based theoretical framework for stereotype activation and application. *Psychological Bulletin*, 129, 522 – 544.
- Wigboldus, D. H., Dijksterhuis, A., & Van Knippenberg, A. (2003). When stereotypes get in the way: Stereotypes obstruct stereotype-inconsistent trait inferences. *Journal of Personality and Social Psychology*, 83, 470 – 484.

Seminar One for BSc Psychology

Guided Seminar One for BA Counselling & Psychology/Education & Psychology

Lecture Three: Social Cognition

We will examine how external and internal forces influence prejudice, why people hold prejudices, and how emotions and motivations influence attitudes.

Main Themes

- Knowledge of social categories
- Emotion
- Motivation

Essential Readings

See table on Page 11.

Suggested Additional Readings: Lecture 3

- Cuddy, A. J. C., Fiske, S. T., & Glick, P. (2007). The BIAS map: Behaviors from intergroup affect and stereotypes. *Journal of Personality and Social Psychology*, 92, 631 – 648.
- Greenwald, A. G., & Banaji, M. R. (1995). Implicit social cognition: Attitudes, self-esteem, and stereotypes. *Psychological Review*, 102 (1), 4 – 27.
- Livingstone, R. W., & Brewer, M. B. (2002). What are we really priming? Cue-based versus category-based processing of facial stimuli. *Journal of Personality and Social Psychology*, 82, 5 – 18.
- Macrae, C. N., & Bodenhausen, G. (2000). Social cognition: Thinking categorically about others. *Annual Review of Psychology*, 51, 93 – 120.

Seminar One for BA Counselling & Psychology/Education & Psychology

Guided Seminar One for BSc Psychology

Lecture Four: Individual Differences and Typologies

In this lecture we will examine how personality types, values, and ideologies can influence our stereotyping and potential discrimination.

Main Themes

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

Essential Readings

See table on Page 11.

Suggested Additional Readings: Lecture 4

- Duckitt, J. (2001). A dual-process cognitive-motivational theory of ideology and prejudice. *Advances in Experimental Social Psychology*, 33, 41-113.
- Duckitt, J., & Fisher, K. (2003). The impact of social threat on worldview and ideological attitudes. *Political Psychology*, 24(1), 199-222.
- Haddock, G., Zanna, M. P., & Esses, V. M. (1993). Assessing the structure of prejudice attitudes: The case of attitudes toward homosexuals. *Journal of Personality and Social Psychology*, 65, 1105 – 1118.
- Perry, R., Sibley, C. G., & Duckitt, J. (2013). Dangerous and competitive worldviews: A meta-analysis of their associations with social dominance orientation and right-wing authoritarianism. *Journal of Research in Personality*, 47(1), 116-127.
- Pratto, F., Sidanius, J., Stallworth, L. M., & Malle, B. F. (1994). Social dominance orientation: A personality variable predicting social and political attitudes. *Journal of Personality and Social Psychology*, 67(4), 741.

Seminar Two for BSc Psychology and BA Counselling & Psychology/Education & Psychology (one-hour seminar each)

Lecture Five: Old-fashioned and Contemporary Prejudice

In this lecture we will examine how prejudice has changed over time, from blatant, overt prejudice to the more subtle, covert contemporary prejudice. We will examine the different types of prejudice within contemporary literature in more detail.

Main Themes

- Change in prejudice type
- Modern-symbolic prejudice
- Aversive prejudice
- Dual-factor model of prejudice

Essential Readings

See table on Page 11.

Suggested Additional Readings: Lecture 5

- Dovidio, J. F., Kawakami, K., & Gaertner, S. L. (2002). Implicit and explicit prejudice and interracial interaction. *Journal of Personality and Social Psychology*, 82, 62 – 68.
- Gaertner, S. (1973). Helping behavior and racial discrimination among liberals and conservatives. *Journal of Personality and Social Psychology*, 25, 335 – 341.
- Gilbert, G. M. (1951). Stereotype persistence and change among college students. *Journal of Abnormal and Social Psychology*, 46, 245 – 254.
- Katz, D., & Braly, K. W. (1933). Racial stereotypes of 100 college students. *Journal of Abnormal and Social Psychology*, 28, 280 – 290.
- Son-Hing, L., Chung-Yan, G. A., Hamilton, L. K., & Zanna, M. (2008). A two-dimensional model that employs explicit and implicit attitudes to characterize prejudice. *Journal of Personality and Social Psychology*, 94, 971 – 987.
- Swim, J. K., Aikin, K. J., Hall, W. S., & Hunter, B. A. (1995). Sexism and racism: Old fashioned and modern prejudices. *Journal of Personality and Social Psychology*, 68, 199 – 214.

No seminar this week

Guided Seminar Two for BSc Psychology and BA Counselling & Psychology/Education & Psychology

Lecture Six: Development of Prejudice

In this lecture we will examine the role of nature and nurture in the development, and particularly focus upon the role of learning in childhood as a factor in development of prejudice and discrimination.

- Awareness of social categories
- Patterns of prejudice development
- Attitudes and intergroup behaviour
- Processes of prejudice development
- Social learning

Essential Readings

See table on Page 11.

Suggested Additional Readings: Lecture 6

- Hoover, R., & Fishbein, H. D. (1999). The development of prejudice and sex role stereotyping in white adolescents and white young adults. *Journal of Applied Developmental Psychology, 20* (3), 431 – 488.
- Penny, H., & Haddock, G. (2007). Anti-fat prejudice among children: The “mere proximity” effect in 5 – 10 year olds. *Journal of Experimental Social Psychology, 43*, 678 – 683.
- Thompson, S. K. (1975). Gender labels and early sex-role development. *Child Development, 46*, 339 – 347.
- White, F. A., Wootton, B., Man, J., Diaz, H., Rasiah, J., Swift, E., & Wilkinson, A. (2009). Adolescent racial prejudice development: The role of friendship quality and interracial contact. *International Journal of Intercultural Relations, 33* (6), 524 – 534.

Seminar Three for BSc Psychology

Guided Seminar Three for BA Counselling & Psychology/Education & Psychology

Lecture Seven: Specific Prejudice and Discrimination Types I

Over the course of two lectures we will examine how issues of specific prejudice, such as racism, ageism and sexism show similarities and differences and explore how this fits with our general theories of categorisation and stereotype use.

Main Themes

- Racism
- Islamophobia
- Gender-based stereotyping
- Prevalence
- Subtypes
- Sexism
- Role congruity
- Heterosexism
- Attitudes

Essential Readings

See table on Page 11.

See page 22 for additional readings for this lecture

Seminar Three for BA Counselling & Psychology/Education & Psychology

Guided Seminar Three for BSc Psychology

Lecture Eight: Specific Prejudice and Discrimination Types II

In this lecture we will examine prejudices which have been until recently (or in some cases still are) considered almost “acceptable” prejudices: e.g., Obesity, Sexuality, Islamophobia, Mental/Physical Impairment. We will examine how these influence people and why these prejudices maintain their stigmatised classifications.

Main Themes

- Ageism
- Stigma
- Disability
- Mental illness
- Appearance
- Media portrayals

Essential Readings

See table on Page 11.

See page 22 for additional readings for this lecture

Seminar Four for BSc Psychology

Guided Seminar Four for BA Counselling & Psychology/Education & Psychology

Suggested Additional Readings: Lectures 7 and 8

- Agerström, J., & Rooth, D-O. (2011). The role of automatic obesity stereotypes in real hiring discrimination. *Journal of Applied Psychology*, 96, 790 – 805.
- Barclay, J. M., & Scott, L. J. (2006). Transsexuals and workplace diversity: A case of “change” management. *Personnel Review*, 35, 487 – 502.
- Bertrand, M., & Mullainathan, S. (2004). Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination. *The American Economic Review*, 94, 991 – 1013. Available from http://faculty.chicagobooth.edu/marianne.bertrand/research/emily_lakisha_aer.pdf
- Brambilla, M., Carnaghi, A., & Ravenna, M. (2011). Status and cooperation shape lesbian stereotypes: Testing predictions from the stereotype content model. *Social Psychology*, 42, 101 – 110.
- Brewer, M. B., Dull, V., & Lui, L. (1981). Perceptions of the elderly: Stereotypes as prototypes. *Journal of Personality and Social Psychology*, 41, 656 – 670.
- Chen, R. K., Brodwin, M. G., Cardosa, E., & Chan, F. (2002). Attitudes toward people with disabilities in the social context of dating and marriage: A comparison of American, Taiwanese, and Singaporean college students. *Journal of Rehabilitation*, 68, 5 – 11.
- Corrigan, P. W. (2004). How stigma interferes with mental health care. *American Psychologist*, 59, 614 – 625.
- Crandall, C. S. (1994). Prejudice against fat people: Ideology and self-interest. *Journal of Personality and Social Psychology*, 66, 882 – 894.
- Glick, P., Fiske, S. T., Mladinic, A., Saiz, J. L., Abrams, D., Masser, B., Adetoun, B., et al. (2000). Beyond prejudice as simple antipathy: Hostile and benevolent sexism across cultures. *Journal of Personality and Social Psychology*, 79, 763 – 775.
- Green, D. P., Glaser, J., & Rich, A. (1998). From lynching to gay bashing: The elusive connection between economic conditions and hate crime. *Journal of Personality and Social Psychology*, 75, 82 – 92.
- Haines, E. L., Deaux, K., & Lofaro, N. (2016). Thetimes they are a-changing... or are they not? A comparison of gender stereotypes, 1983 – 2014. *Psychology of Women Quarterly*, 40 (3), 353 – 363. DOI: 10.1177/0361684316634081
- Herek, G. M. (2002). Heterosexuals’ attitudes toward bisexual men and women in the United States. *The Journal of Sex Research*, 39, 264 – 274.
- Hummert, M. L. (1990). Multiple stereotypes of elderly and young adults: A comparison of structure and evaluation. *Psychology and Aging*, 5, 182 – 193.
- Martin, J. K., Pescosolido, B. A., & Tuch, S. A. (2000). Of fear and loathing: The role of “disturbing behaviour”, labels, and causal attributions in shaping public attitudes toward people with mental illness. *Journal of Health and Social Behavior*, 41, 208 – 223.
- Navarrette, C. D., McDonald, M. M., Molina, L. E., & Sidanius, J. (2010). Prejudice at the nexus of race and gender: An outgroup male target hypothesis. *Journal of Personality and Social Psychology*, 98, 933 – 945.

Lecture Nine: Experience of Prejudice and Discrimination

In this lecture we will examine what it is like to experience prejudice. What does it do to people and groups? Are certain types of people/groups better able to deal with prejudice and discrimination?

Main Themes

- Stigma
- Stereotype threat
- Psychological and behavioural coping

Essential Readings

See table on Page 11.

Suggested Additional Readings: Lecture 9

- Inzlicht, M., & Kang, S. K. (2010). Stereotype threat spillover: How coping with threats to social identity affects aggression, eating, decision making, and attention. *Journal of Personality and Social Psychology*, 99, 467 – 481.
- Popham, L. E., & Hess, T. M. (2016). Stereotype threat. In S. K. Whitbourne (Ed.), *The Encyclopedia of Adulthood and Aging*. New York: John Wiley & Sons. DOI: 10.1002/9781118528921.wbeaa134
- Riek, B. M., Mania, E. W., & Gaertner, S. L. (2006). Intergroup threat and outgroup attitudes: A meta-analytic review. *Personality and Social Psychology Review*, 10, 336 – 353.
- Spencer, S. J., Steele, C., & Quinn, D. M. (2001). Stereotype threat and women's math performance. *Journal of Experimental Social Psychology*, 35, 4 – 28.
- Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52, 613 – 629.
- 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.
- Wong, Y. J., Owen, J., Tran, K. K., & Collins, D. L. (2011). Asian American male college students' perceptions of people's stereotypes about Asian American men. *Psychology of Men & Masculinity*. Advance online publication. doi: 10.1037/a0022800.

Seminar Four for BA Counselling & Psychology/Education & Psychology

Guided Seminar Four for BSc Psychology

Lecture Ten: Prejudice and Discrimination Reduction

In this lecture we will examine the attempts that have been made to reduce prejudice and discrimination. This will explore naturally occurring changes over time and interventions which have been attempted.

Main Themes

- Reduction at an individual level
- The contact hypothesis
- Interventions
- Colour-blindness versus multiculturalism

Essential Readings

See table on Page 11.

Suggested Additional Readings: Lecture 10

- Blincoe, S., & Harris, M. J. (2009). Prejudice reduction in white students: Comparing three conceptual approaches. *Journal of Diversity in Higher Education*, 2, 232 – 242.
- Crisp, R. J., & Turner, R. N. (2009). Can imagined interactions produce positive perceptions? Reducing prejudice through simulated social contact. *American Psychologist*, 64, 231 – 240.
- Dovidio, J. F., Love, A., Schellhaas, M. H., & Hewstone, M. (2017). Reducing intergroup bias through intergroup contact: Twenty years of progress and future directions. *Group Processes and Intergroup Relations*, 20, 1 – 15.
DOI: <https://doi.org/10.1177/1368430217712052>
- Monteith, M. J., Ashburn-Nardo, L., Voils, C. I., & Czopp, A. M. (2002). Putting the brakes on prejudice: On the development and operation of cues for control. *Journal of Personality and Social Psychology*, 83, 1029 – 1050.
- Pettigrew, T. F. (1998). Intergroup contact theory. *Annual Review of Psychology*, 49, 65 – 85.

Online revision seminar for all groups

Guided Seminar Readings

The following articles have been chosen for you to read and discuss during the guided seminar sessions (those sessions when you are not in a scheduled seminar with the academic team. We suggest that you read them before the session and then get together with others in a group to discuss the issues. We have found in the past that students who do this are able to develop a far greater understanding of the overall topic. Timings devoted to group discussion in guided sessions should be the same as that applied to taught sessions (two hours).

Guided Seminar One

Fiske, S. T. (2000). Stereotyping, prejudice and discrimination at the seam between the centuries: Evolution, culture, mind, and brain. *European Journal of Social Psychology*, 30, 299 – 322.

Guided Seminar Two

São José, J. M. S., Amado, C. A. F., Ilinca, S., Buttigieg, S. C., & Larsson, A. T. (2017). Ageism in health care: A systematic review of operational definitions and inductive conceptualizations. *The Gerontologist*, 00 (0), 1 – 11. DOI: <https://doi.org/10.1093/geront/gnx020>

Guided Seminar Three

Spencer, S. J., Logel, C., & Davies, P. G. (2016). Stereotype threat. *Annual Review of Psychology*, 67, 415 – 437.

Guided Seminar Four

Bigler, R. S., & Liben, L. S. (2007). Developmental intergroup theory: Explaining and reducing children's social stereotyping and prejudice. *Current Directions in Psychological Science*, 16 (3), 162 - 166.