

**Psychology 115 - Cognition, Stereotypes, and Prejudice**  
**Dr. Andy Karpinski**  
**Spring 2005**

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**Office Hours:** M 9:30-10:30; W 2:30-3:30;  
F 11:30-12:30; 2:30-3:30  
and by appointment

I am happy to meet with you to go over lecture/textbook material, tests, assignments, or to address any questions you have about the class – just stop by during office hours or make an appointment.

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**Class Meets:** Monday/Wednesday/Friday  
10:40 am -11:30 am  
711 Weiss Hall

**Prerequisites:** None.

**Required Textbooks** (Available at the University Bookstore):

Barnett, R., & Rivers, C. (2004). *Same difference: How gender myths are hurting our relationships, our children, and our jobs*. New York: Basic Books. (ISBN: 0465006108)

Williams, L. (2002). *It's the little things: Everyday interactions that anger, annoy, and divide the races*. San Diego, CA: Harcourt. (ISBN: 0156013487)

Wilson, T. D. (2004). *Strangers to ourselves: Discovering the adaptive unconscious*. Boston, MA: Belknap Press. (ISBN: 0674013824)

**Course Website:** Blackboard

Additional readings will be available from the course website on Blackboard.

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**Course Overview**

In this class we will take a cognitive approach to understanding stereotyping, prejudice, and discrimination. We will study how the mind works and processes information, as well as the nature of cognition, judgments, and beliefs. We will apply these ideas to the study of stereotyping, prejudice, and discrimination. We will discuss why stereotyping and prejudice occur, how stereotyping and prejudice develop, how to measure stereotypes and prejudice, and how to reduce prejudice. We will also discuss and debate current “hot topics” pertaining to prejudice and discrimination.

A great deal of our class time will be spent discussing the readings and the topics presented in lecture. These discussions are intended to involve everyone in the class. Questions are welcomed *at any time* and are *strongly* encouraged. The issues we will read and discuss are interesting, and there are no fixed answers to many topics we will examine.

Most importantly, you should have fun in this class! This class is an opportunity for you to consider some important and serious issues from a psychological perspective. It is an opportunity to open your mind and to explore new ideas. Be thoughtful and be creative!

**The objectives in this course are for you to:**

- Become aware of any biases you may have and how these biases affect your reasoning and decision-making.
- Understand the types of questions a psychologist asks about stereotyping, prejudice, and discrimination.
- Gain an understanding of how the mind works and use this information to understand stereotyping, prejudice, and discrimination.
- Think about how prejudice and discrimination can be reduced.

**For you to get the most out of this class, it is essential that you:**

- 1) *Come prepared* for class each week. There is a heavy reading load for this class, but you are expected to have read and understood all of the readings *before* you come to class.
  - 2) *Think critically* about the readings and class activities. What are their implications? What questions do they raise? Can you think of cases when things might be different?
  - 3) *Actively participate* in the class. You must be an active participant in class and in class discussions.
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**Grading:**

Midterm Exam 1	25%		
Midterm Exam 2	25%	Newspaper Assignment	10%
Midterm Exam 3	25%	Address to Humanity	15%

**Newspaper Scrapbook Assignment:** Issues of stereotyping, prejudice, and discrimination have an effect on many current events. For this assignment, you are to keep a scrapbook of newspaper articles that are in some way related to topics we have discussed in class. Your scrapbook should contain:

- Ten newspaper articles (original newspaper clippings or website printouts with date of publication included)
- For each article, you should attach a typed 4-6 sentence paragraph explaining how the article is related to a topic or an issue discussed in class or in the readings. Your grade will be based upon how well you highlight the link between the article and the course material.
- Articles must have been published since the start of the course and no two articles may be published on the same date.

**Address to Humanity:** What if you stood before the United Nations, with TV cameras in front of you and translators at the ready? What words of wisdom would you have to share on the topic of prejudice? As a capstone assignment for this course, I would like you to write a 2–3 page typed, double spaced paper on the topic of prejudice and discrimination. This paper should: (1) draw upon what you have learned during the semester, (2) show your capacity to think independently, deeply, and creatively by going beyond simple summaries of course material, and (3) be designed to have a lasting effect on your listeners – to change their thoughts or behavior. You should write your paper in the form of a speech, but because of the size of the class, each person will be unable to give his or her address to the class; you will be graded based only on the paper.

**Late policy:** A paper copy of each assignment must be turned in at the start of class on due dates listed on the syllabus. If you cannot make it to class on the day an assignment is due, you must turn in the assignment before class, not afterward. Assignments turned in immediately after class will be marked one day late. For each day your paper is late, it will be marked down 10%. No paper will be accepted more than three days after the due date listed on the syllabus.

**Exams:** There will be three midterm exams and an optional final. The three midterm exams will be a combination of multiple choice and short essay questions, and will be given during class time. The exams will be non-cumulative and will cover information in the textbook, information in the readings, and information from lecture. Your answer sheets will not be returned to you, but you may review your answer sheets during my office hours.

*There will be no makeup tests, and I will not give tests early.* There will be no exceptions to this policy. However, there is an optional cumulative final exam on the date set by the University (May 6<sup>th</sup>). The final is offered as a makeup for those of you who miss an exam for any reason, or as a replacement for a low grade on a previous exam. If you take all three midterms and the final, I will use your best three tests in calculating your average. I understand that sometimes you just have to miss an exam, and the optional final gives you the chance to do so without penalty. The final is also provided in case unforeseen circumstances cause you to get a low grade on one of the exams.

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**Plagiarism:** Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words, or another person's assistance. Normally, all work done for courses -- papers, examinations, homework exercises, laboratory reports, oral presentations -- is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources -- journals, books, or other media -- these resources must be cited in a manner appropriate to the course. Everything used from other sources -- suggestions for organization of ideas, ideas themselves, or actual language -- must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism.

If you are caught plagiarizing or cheating, you will fail the assignment, and, depending upon the severity of the violation, you may fail the class. I will not hesitate to bring the matter to the college.

**Classroom needs:** If you have any specific needs (e.g., related to vision, hearing, learning, or medical conditions) or any religious or cultural practices, please let me know by the second week of class so that I can make the appropriate arrangements.

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### Course Schedule

Note: All readings and assignments are DUE on the date indicated in the schedule.

Date	Topic	Readings & Assignments
Wednesday 1/19	Introduction to the Class	
Friday 1/21	<b>NO CLASS</b>	
Monday 1/24	Definitions: Stereotyping, Prejudice and Discrimination	<i>Tatum (1997)</i> <i>US Commission on Civil Rights</i>
Wednesday 1/26	Definitions: Modern Racism and Modern Sexism	<i>Gaertner et al. (1997)</i> <i>Glick &amp; Fiske (2001)</i>
Friday 1/28	Definitions: Implicit Prejudice	<a href="http://www.harvard.edu/implicit">www.harvard.edu/implicit</a>
Monday 1/31	It's the Little Things in Public Places <i>(White privilege)</i>	Williams Ch. 1 <i>McIntosh (1988)</i>
Wednesday 2/02	It's the Little Things in the School <i>(Affirmative Action)</i>	Williams Ch. 2
Friday 2/04	It's the Little Things in the Home <i>(Segregation/doll study)</i>	Williams Ch. 3
Monday 2/07	It's the Little Things in the Workplace <i>(Solo Status)</i>	Williams Ch. 4
Wednesday 2/09	It's the Little Things in Social Settings <i>(Social Perception)</i>	Williams Ch. 5
Friday 2/11	It's the Little Things in the Mass Media <i>(Race in the Media)</i>	Williams Ch. 6
Monday 2/14	It's the Little Things: The White Take <i>(Attributional Ambiguity)</i>	Williams Ch. 7 & 8
Wednesday 2/16	Recap	
Friday 2/18	<b>Exam #1</b>	
Monday 2/21	Conscious and Unconscious Processing	Wilson Ch. 1
Wednesday 2/23	The Adaptive Unconscious	Wilson Ch. 2
Friday 2/25	Who's in Charge	Wilson Ch. 3
Monday 2/28	Knowing Why	Wilson Ch. 5
Wednesday 3/02	Knowing How We Feel	Wilson Ch. 6
Friday 3/04	Knowing How We Will Feel	Wilson Ch. 7
Monday 3/14	Knowing Ourselves	Wilson Ch. 9
Wednesday 3/16	Changing Behavior	Wilson Ch. 10
Friday 3/18	Stereotype Formation I <i>(Social Categorization)</i>	<i>Allport Ch. 2 &amp; 10</i>

*Note: Italicized readings will be posted on Blackboard*

**Course Schedule**  
(Continued)

<b>Date</b>	<b>Topic</b>	<b>Readings &amp; Assignments</b>
Monday 3/21	Stereotype Formation II ( <i>Belief Systems</i> )	<i>Gilbert (1991)</i>
Wednesday 3/23	Stereotype Formation III ( <i>Media and Cultural Influences</i> )	<i>Mantsios (1999)</i>
Friday 3/25	<b>Exam #2</b>	
Monday 3/28	The Tenacity of Stereotypes and Prejudice I ( <i>Heuristics</i> )	<i>Myers (2002) Ch. 6</i>
Wednesday 3/30	The Tenacity of Stereotypes and Prejudice II ( <i>Attribution Biases</i> )	
Friday 4/01	The Tenacity of Stereotypes and Prejudice III ( <i>Self-Fulfilling Prophecy</i> )	<i>Snyder (1982)</i>
Monday 4/04	The Tenacity of Stereotypes and Prejudice IV ( <i>Objectivity of Science</i> )	<i>Gould (1985)</i> <i>Savitt (1982)</i>
Wednesday 4/06	The Target's Perspective I ( <i>Stereotype Threat</i> )	<i>Steele (1999)</i>
Friday 4/08	The Target's Perspective II ( <i>Objectification Theory</i> )	<i>Gerhart (1990)</i> <i>Hesse-Biber(1996)</i> <b><i>Newspaper Scrapbook Due</i></b>
Monday 4/11	Same Difference: Overview	Barnett & Rivers: Ch. 1
Wednesday 4/13	Same Difference: Relationships I	Barnett & Rivers: Ch. 2 & 3
Friday 4/15	Same Difference: Relationships II	Barnett & Rivers: Ch. 4 & 5
Monday 4/18	Same Difference: Work	Barnett & Rivers: Ch. 6, 7, & 8
Wednesday 4/20	Same Difference: Parenting	Barnett & Rivers: Ch. 9 & 10
Friday 4/22	Same Difference: Wrap-up	Barnett & Rivers: Ch. 11
Monday 4/25	Stereotype Change and Prejudice Reduction I	<i>Nelson (2002) Ch 9</i> <b><i>Address to Humanity Due</i></b>
Wednesday 4/27	Stereotype Change and Prejudice Reduction II	<i>Kennedy (1997)</i>
Friday 4/29	Stereotype Change and Prejudice Reduction III	<i>Fish (1993)</i>
Monday 5/02	<b>Exam #3</b>	
Friday 5/06	<b>Final Exam 8:30 am - 10:30 am</b>	

*Note: Italicized readings will be posted on Blackboard*

### Additional Readings

- Allport, G. W. (1954). *The nature of prejudice* (Ch. 2 & 10). Reading, MA: Addison-Wesley.
- Fish, S. (1993, November). Reverse racism, or how the pot got to call the kettle black . *The Atlantic Monthly*.
- Gaertner, S. L., Dovidio, J. F., Banker, B. S., Rust, M. C., Neir, J. A., Mottola, G. R., & Ward, C. M. (1997/2003). The challenge of aversive racism: Combating pro-white bias. In S. Plous (Ed.), *Understanding Prejudice and Discrimination* (pp. 491-499). Boston, MA: McGraw-Hill.
- Gerhart, A. (1990/2001). More and more young women choose surgical "perfection." In P. S. Rothenberg (Ed.), *Race, Class, and Gender in the United States* (5<sup>th</sup> ed., pp. 393-397). New York: Worth.
- Gilbert, D. T. (1991). How mental systems believe. *American Psychologist*, 46, 107-119.
- Glick, P. & Fiske, S. T. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications of gender inequality. *American Psychologist*, 56, 109-118.
- Gould, S. J. (1985/2003). The Hottentot Venus. In S. Plous (Ed.), *Understanding Prejudice and Discrimination* (pp. 113-121). Boston, MA: McGraw-Hill.
- Hesse-Biber, S. (1996/2001). Am I thin enough yet? In P. S. Rothenberg (Ed.), *Race, Class, and Gender in the United States* (5<sup>th</sup> ed., pp. 527-534). New York: Worth.
- Kennedy, R. (1997, May). My race problem and yours. *The Atlantic Monthly*, 279, 55-66.
- Mantsios, G. (1999/2001). Media Magic: Making class invisible. In P. S. Rothenberg (Ed.), *Race, Class, and Gender in the United States* (5<sup>th</sup> ed., pp. 563-571). New York: Worth.
- McIntosh, P. (1989/2001). White Privilege: Unpacking the invisible knapsack. In P. S. Rothenberg (Ed.), *Race, Class, and Gender in the United States* (5<sup>th</sup> ed., pp. 163-168). New York: Worth.
- Myers, D. G. (2002). *Intuition* (Ch. 6, pp. 104-129). New Haven, CT: Yale University Press.
- Nelson, T. D. (2002). The psychology of prejudice (Ch. 9, pp. 228-251). Boston, MA: Allyn and Bacon.
- Savitt, T. L. (1982/2003). The use of blacks for medial experimentation and demonstration in the old south. In S. Plous (Ed.), *Understanding Prejudice and Discrimination* (pp. 134-139). Boston, MA: McGraw-Hill.
- Snyder, M. (1982/2001). Self-fulfilling Stereotypes. In P. S. Rothenberg (Ed.), *Race, Class, and Gender in the United States* (5<sup>th</sup> ed., pp. 511-517). New York: Worth.
- Tatum, B. D. (1997/2001). Defining Racism: "Can we talk?" In P. S. Rothenberg (Ed.), *Race, Class, and Gender in the United States* (5<sup>th</sup> ed., pp. 100-107). New York: Worth.
- U.S. Commission on Civil Rights (January 1981/2001). The Problem: Discrimination. In P. S. Rothenberg (Ed.), *Race, Class, and Gender in the United States* (5<sup>th</sup> ed., pp. 186-196). New York: Worth.