

Psychology of Prejudice

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Note: The following course has been designed as a special topics graduate reading course for the Winter 2021 semester. Future work with this course will build upon this outline to generate a version suitable for a 3rd year undergraduate psychology course.

Course Description:

This course is designed to provide students with an in-depth understanding of the psychological principles and theories associated with the development, expression, and expunging of prejudice. Each student will select a specific type of prejudice that aligns with their interests to focus on throughout the course, culminating in class presentations for the final weeks of the course in which each student explores the topics of the course within the context of their selected prejudice. Throughout the course, a model of the type of content that should be included in each student's presentation will be provided through our assessing the topic of the week as applied to antisemitism. Antisemitism has been chosen as the 'exemplar' prejudice for this course for a variety of reasons, including the fact that it is known as the 'longest hatred' and provides millennia of human history from which to draw examples and discuss the processes through which prejudices develop, evolve, and sustain over time. Antisemitism also functions as a useful exemplar because, unlike many other types of prejudice, it manifests in multiple ways, in that it is a prejudice against a religion, a culture, and a people (sometimes considered a race). In addition to exploring foundational theories of prejudice from within the field of social psychology, we will also explore contemporary issues in the study of prejudice, such as the role of the Internet and social media in the communication of prejudice, the appeal of conspiracy theories, processes of extremism and radicalization, and the health outcomes associated with being the target of prejudice as well as those associated with holding prejudicial attitudes.

Main Texts:

Students will need access to the three books below. In addition to these three books, students will be provided with access to a variety of other journal articles and book chapters.

Barlow, K. & Sibley, C. (2018). *The Cambridge Handbook of the Psychology of Prejudice: Concise Student Edition*. Cambridge University Press. – Referred to as "CHPP" on syllabus.

Lipstadt, D. (2019). *Antisemitism: Here and Now*. Schocken.

Saini, A. (2019). *Superior: The Return of Race Science*. Beacon Press.

Weekly Topics & Assigned Readings:

Week 1 – Introduction to Prejudice

- Stereotypes vs. Prejudice vs. Discrimination
- Historical contributions to the study of prejudice within the field of Psychology
- Theoretical perspectives on prejudice

Readings

- CHPP: Chapter 1 – What is prejudice? An Introduction
- CHPP: Chapter 6 – The Dual Process Motivational Model of Ideology and Prejudice

Tajfel, H. & Turner, J.C. (1986) The social identity theory of intergroup behaviour. In S. Worchel & W.G. Austin's *Psychology of Intergroup Relations*. Chicago, IL. Nelson-Hall, p 7-24.

Week 2 – Research Methods

- Definitions and Measurement
- Implicit Bias & Issues of Replication
- Intervention Design and Evaluation

Readings

- CHPP: Chapter 4 – Understanding the Nature, Measurement and Utility of Implicit Intergroup Biases
- CHPP: Chapter 16: Where do we go from here? Eight hard problems facing the scientific study of prejudice and its reduction

Lipstadt, D. (2019). *Antisemitism: Here and Now*. Schocken.

Sharansky, N. (2004). 3D Test of Anti-Semitism: Demonization, Double Standards, Delegitimization. *Jewish Political Studies Review*, 16(3-4).

Week 3 – Ethical Considerations in the Study of Prejudice

- Dangers of the 'Oppression Olympics' in comparing and contrasting types of prejudice.
- Importance of understanding unique elements of specific prejudices.
- Dehumanization and prejudice

Readings

Haslam, N. (2006). Dehumanization: An integrative review. *Personality and Social Psychology Review, 10*(3), 252-264.

Noor, M., Shnabel, N., Halabi, S., & Nadler, A. (2012). When suffering begets suffering: The psychology of competitive victimhood between adversarial groups in violent conflicts. *Personality and Social Psychology Review, 16*, 351-374.

Marecek, J. (2016). Invited Reflection: Intersectionality Theory and Feminist Psychology. *Psychology of Women Quarterly, 40*(2), 177-181.

Hankivsky, O. & Dhamoon, R.K. (2013). Which genocide matters the most? An intersectionality analysis of the Canadian Museum of Human Rights. *Canadian Journal of Political Science, 46*(4), 899-920.

Hancock, A.-M. (2011). *Introduction: Why Geraldine Ferraro Needs to Meet Jay-Z. Solidarity Politics for Millennials, 1–31.* doi:10.1057/9780230120136_1

Week 4 – Prejudice in Academia, Higher Education & Psychology

- Scientific Racism & Psychology
- Eugenics & Psychology
- Prejudice within Academia
- Prejudice within the field of Psychology, and Psychology's contribution to prejudice

Readings

Saini, A. (2019). *Superior: The Return of Race Science.* Beacon Press.

Joseph, J. (2005). The 1942 'euthanasia' debate in the American Journal of Psychiatry. *History of Psychiatry, 16*(2), 171-179.

Suedfeld, P. (2000). Reverberations of the Holocaust Fifty Years Later: Psychology's contributions to understanding persecution and genocide. *Canadian Psychologist, 41*(1), 1 – 9.

McDougall, W. (1914). Psychology in the services of eugenics. *Eugenics Review, 5*(4), 295-308.

Moss, E.L., Stam, H.J., & Kattevilder, D. (2013). From Suffrage to Sterilization: Eugenics and the Women's Movement in 20th Century Alberta. *Canadian Psychology, 54*(2), 105-114.

Wheeler, E.A. (2002). 'And, does it matter if he was racist?' Deconstructing concepts in psychology. *Race, Gender & Class, 9*(4), 33.

Lack, C.W. & Abramson, C.I. (2014). Race, Psychology and Scientific Racism. In C. Lack & C. Abramson (Eds.), *Psychology gone astray: A selection of racist and sexist literature from early psychological research* (pp. 5 – 19). Onus Books.

Teo, T. (2013). Sciences of the living dead: Race, psychology, and epistemic pollution. In A. Marvakis, J. Motzkau, D. Painter, R. Ruto-Korir, G. Sullivan, S. Triliva & M. Wieser (Eds.), *Doing psychology under new conditions* (pp. 122-130). Concord, ON: Captus.

Week 5 – Evolutionary & Social Dominance Perspectives of Prejudice

- Social Dominance Orientation
- Evolutionary explanations of stereotyping and prejudice
- Evolutionary Theory's contributions to creating racism

Readings

- CHPP: Chapter 3 – Evolutionary approaches to stereotyping and prejudice
- CHPP: Chapter 5 – Social Dominance Theory: Exploration in the Psychology of Oppression

Saini, A. (2019). *Superior: The Return of Race Science*. Beacon Press.

Frindte, W., Wettig, S., & Wammetsberger, D. (2005). Old and New anti-Semitic attitudes in the context of authoritarianism and social dominance orientation – two studies in Germany. *Peace and Conflict: Journal of Peace Psychology, 11*(3), 239-266.

Weikart, R. (2013). The role of Darwinism in Nazi racial thought. *German Studies Review, 36*(3), 537-556.

Week 6 – Communicating Prejudice

- The role of language in communicating and creating prejudice
- Theories of persuasion applied to the communication of prejudice
- Communication of prejudice in the 21st century
 - Network analyses
 - Social Media

Reading

Cohen-Almagor, R. (2016). Facebook and Holocaust denial. *Justice, 57*, 10-16.

Droogendyk, L. & Wright, S.C. (2017). A social psychological examination of the empowering role of language in Indigenous resistance. *Group Processes and Intergroup Relations, 20*(3), 303-316.

Imhoff, R. & Banse, R. (2009). Ongoing victim suffering increases prejudice: The case of secondary anti-semitism. *Psychological Science*, 20(12), 1443-7.

Waqas, A., Salminen, J., Jung, S., Almerexhi, H., & Jansen, B.J. (2019). Mapping online hate: A scientometric analysis on research trends and hotspots in research on online hate. *PLoS One*, 14(9), e022194.

Musolff, A. (2007). What role do metaphors play in racial prejudice? The function of antisemitic imagery in Hitler's *Mein Kampf*. *Patterns of Prejudice*, 41(1), 21-43.

Finkelstein, J., Zannettou, S., Bradlyn, B., & Blackburn, J. (2018). A quantitative approach to understanding online antisemitism. *arXiv preprint: 1809.01644*.

Relevant Websites for this week:

- <https://hatebase.org/> & <https://hatebase.org/academia>
- <https://ncri.io/>

Week 7 – Intolerance of Uncertainty as a Catalyst for Prejudice

- Prejudice & Attitude formation
- Conspiracy theory development and predictors of believing in conspiracy theories
- Cancel culture's and intolerance of uncertainty
- History of conspiracy theories and their link to prejudice: e.g., the Black Plague & antisemitism.

Readings

Chapter 37: Propaganda in the Third Reich: A Case for Uncertainty in *Age of Propaganda*.

Chiocka, A., de Zavala, A.G., Marchlewski, M., & Olechowski, M. (2015). Collective narcissism, secure in-group identification, and belief in conspiracies. In M. Bilewicz, A. Cichocka, & W. Soral (eds.) *The Psychology of Conspiracy*. Routledge, 42-61.

Doosje, B., Loseman, A., & Bos, K. (2013). Determinants of radicalization of Islamic youth in the Netherlands: Personal uncertainty, perceived injustice, and perceived group threat. *Journal of Social Issues*, 69(3), 586-604.

Kofta, M., Soral, W. & Bilewicz, M. (2020). What breeds conspiracy antisemitism? The role of political uncontrollability and uncertainty in the belief in Jewish conspiracy. *Journal of Personality and Social Psychology*, 118(5), 900-918.

Shahsavari, S., Holur, P., Wang, T., Tangherlini, T.R., & Roychowdhury, V. (pre-print, 2020). Conspiracy in the time of Corona: Automatic detection of emerging COVID-19 conspiracy theories in social media and the news. *Research Square Pre-Prints*.

Week 8 – Extremism & Radicalization

- 7 stages of radicalization
- Radicalization on the Internet
- Resistance and prevention of extremism and radicalization
 - Attitude inoculation
 - Resilience through critical thinking
 - The need to belong

Readings

Altmann, J. (1948). Movies' role in Hitler's conquest of German youth. *Hollywood Quarterly*, 3(4), 379-386.

Woolf, L.M. & Hulsizer, M.R. (2004). Hate groups for dummies: How to build a successful hate group. *Humanity and Society*, 28(1), 40-62.

Allendorfer, W.H. & Herring, S.C. (2015, October 21-24). ISIS vs. The U.S. Government: A war of online video propaganda. Paper presented at Internet Research 16: The 16th Annual Meeting of the Association of Internet Researchers. Phoenix, AZ, USA. Retrieved from <http://spir.aoir.org>

Fox, E. (2017). Rebuilding Germany's children: The Nazi indoctrination and postwar re-education of the Hitler youth. *Furman Humanities Review*, 27(4), 31-59.

Reeve, Z. (2019). Engaging with online extremist material: Experimental evidence. *Terrorism and Political Violence*, DOI: 10.1080/09546553.2019.1634559

Baele, S.J., Brace, L., & Goan, T.G. (2019). From 'Incel' to 'Saint': Analyzing the violent worldview behind the 2018 Toronto attack. *Terrorism and Political Violence*, DOI: 10.1080/09546553.2019.1638256

Kruglanski, A.W., Gelfand, M.J., Bélanger, J.J., Sheveland, A., Hetiarachchi, M. & Gunaratna, R. (2014). The psychology of radicalization and deradicalization: How significance quest impacts violent extremism. *Political Psychology*, 35(S1), 69-93.

Week 9 – Prejudice & Violence

- Terrorism & Violence
- Interpersonal Violence
- Hate Crimes

Readings

- Bar-On, D. (2001). The bystander in relation to the victim and the perpetrator: Today and during the Holocaust. *Social Justice Research, 14*(2), 125-148.
- Canetti-Nisim, D., Halperin, E., Sharvit, K. & Hobfoll, S.E. (2009). A new stress-based model of political extremism: Personal exposure to terrorism, psychological distress, and exclusionist political attitudes. *Journal of Conflict Resolution, 53*(3), 363-389.
- Craig, K.M. (2002). Examining hate-motivated aggression: A review of the social psychological literature on hate crimes as a distinct form of aggression. *Aggression and Violent Behaviour, 7*(1), 85-101.
- Moreau, G. (2020). Police-reported hate crime in Canada, 2018. *Juristat: Canadian Centre for Justice Statistics, 1-31*.
- Rogers, M.B., Loewenthal, K.M., Lewis, C.A., Amlot, R., Cinnirella, M., & Ansari, H. (2007). The role of religious fundamentalism in terrorist violence: A social psychological analysis. *International Review of Psychiatry, 19*(3), 253-262.
- Rogers, B. (2010). The psychology of violent radicalisation. In Andrew Silke (Eds.) *The Psychology of Counter-Terrorism*. Pp. 34-47. Routledge.

Week 10 – Prejudice & Health

- Health consequences of experiencing prejudice
- Health consequences of holding prejudicial attitudes
- Intergenerational health outcomes in oppressed populations

Readings

- Dashorst, P., Mooren, T.M., Kleber, R.J., de Jong, P.J., & Huntjens, R.J.C. (2019). Intergenerational consequences of the Holocaust on offspring mental health: A systematic review of associated factors and mechanisms. *European Journal of Psychotraumatology, 10*(1), 1654065.
- Benjamin, E. (2020). Progressive politics and humanistic psychology in the Trump/Coronavirus era. *Journal of Humanistic Psychology, 0022167820934226*.
- Douglas, K.M., Sutton, R.M., Jolley, D. & Wood, M.J. (2015). The social, political, environmental, and health related consequences of conspiracy theories. Problems and potential solutions. In M. Bilewicz, A. Cichocka, & W. Sorals (eds.) *The Psychology of Conspiracy*. Routledge. 183-200.

Shnabel, N. & Hadler, A. (2008). A needs-based model of reconciliation: Satisfying the differential emotional needs of victim and perpetrators a key to promoting reconciliation. *Journal of Personality and Social Psychology, 94*, 116-132.

Weeks 11 – 13 – Student Presentations on Specific Prejudices

- Each student will assign one reading to accompany their presentation that other students should complete prior to coming to class for the presentation.

Independent Readings:

- Additional chapters in CHPP will be useful to students in developing their focused investigation of a prejudice of their choosing. Part II provides individual chapters on racism, biases within the criminal justice system, anti-immigrant prejudices, ambivalent sexism, and sexual prejudice.

Assessments, Assignments & Tests:

Weekly Annotation & Discussion of Readings

- Students will access the assigned readings on Perusall where they will actively annotate each reading and engage in discussions with their instructor and peers.
- Annotations are due at the end of each week.

Knowledge Translation Blog Post

- Students will select a recent (previous 18 months) peer-reviewed scholarly article from the field of psychology that is relevant to the study of prejudice. The topic can be related to the prejudice they've chosen to focus on in the course or a different area.
- Students will write a knowledge translation style blog post that summarizes the article for a lay audience and explores the implications of the study's findings.
- Final blog posts should be between 800 and 1000 words, should include a title, subtitle, and at least one creative commons licensed image.

Preparation & Delivery of a Course Lecture on Prejudice of Student's Choosing

- Each student will prepare a lecture (30-40 minutes) on a prejudice of their choosing. No two students can choose the same topic.
- The lecture should provide a definition of the prejudice, as well as a discussion of any discrepancies around the definition or changes throughout history. The presentation should include an overview of how the prejudice has been measured and studied within the field of psychology and a summary of the current status of the literature with respect to efforts to quantify, understand and reduce the prejudice.
- The lecture should incorporate additional sections based on the weekly topics from the course. No lecture will be able to accommodate every topic, but each student should incorporate a minimum of two of the weekly topics that are most relevant to the prejudice they have selected.

Research Proposal

- Each student will prepare a research proposal on a topic of their choosing related to the study of prejudice.
- Proposals should include a literature review that addresses the existing work in the field and identifies a gap that could be addressed through future research. Each proposal should include at least one clear research question and a proposed methodology for a study designed to address the research question. Depending on the research methodology chosen, students should determine whether it is appropriate for their paper to also include stated hypotheses.
- Papers should follow the conventions of APA 7th style guidelines and should include sections for the literature review, overview of the current study, method, and proposed data analysis plan.
- Papers should be no more than 25 pages, excluding references.
- Students with exceptional proposals will have the opportunity to conduct their research with the professor in a subsequent semester.

Grading:

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| - Weekly Annotation & Discussion of Readings | 25% |
| - Knowledge Translation Blog Post | 15% |
| - Student Lecture on Prejudice of Choosing | 25% |
| - Research Proposal | 30% |
| - Participation | 5% |