



Prejudice, Discrimination, and Stereotyping

Instructor Manual

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This module, *Prejudice, Discrimination, and Stereotyping*, focuses on in-group and out-group behavior. It also provides context for some of the social shifts in prejudice over the years.

Learning Objectives

- Relevant APA Learning Objectives (Version 2.0)
 - Describe key concepts, principles, and overarching themes in psychology (1.1)
 - Develop a working knowledge of psychology's content domains (1.2)
 - Describe applications of psychology (1.3)
 - Engage in innovative and integrative thinking and problem solving (2.3)
 - Build and enhance interpersonal relationships (3.3)
 - Interact effectively with others (4.3)
 - Apply psychological content and skills to career goals (5.1)
 - Exhibit self-efficacy and self-regulation (5.2)
 - Enhance teamwork capacity (5.3)
- Content Specific Learning Objectives: Prejudice, Discrimination, and Stereotyping
 - Distinguish prejudice, stereotypes, and discrimination.
 - Distinguish blatant biases from contemporary, subtle biases.

- Understand biases such as social dominance orientation and right-wing authoritarianism.
- Understand subtle, unexamined biases that are automatic, ambiguous, and ambivalent.
- Understand 21st century biases that may break down as identities get more complicated.

Abstract

People often are biased against people not from their own group, showing prejudice (emotional bias), stereotypes (cognitive bias), and discrimination (behavioral bias).

Class Design Recommendations

This module of social can be taught in a single class period or less, with the unit as a whole taking 2-3 class periods. Please also refer to the Noba PowerPoint slides that compliment this outline.

1st class period (50 min – 75 min):

- Overview
 - Defining prejudice, discrimination, and stereotypes
 - How these have changed over time
- Understanding Bias
 - Automatic Biases
 - Ambiguous Biases
 - Ambivalent Biases
 - Stereotype Content Model

Module Outline

Introduction

- This module focuses on biases against social groups, which social psychologists sort into emotional prejudices, mental stereotypes, and behavioral discrimination.

Historical Biases

- Biases have changed over time.
- Social Dominance Orientation (SDO). Describes a belief that group hierarchies are inevitable in all societies and even a good idea, to maintain order and stability. SDO predicts endorsing the superiority of certain groups: Whites, men, native-born residents, heterosexuals, and Christians. This means seeing minorities, women, immigrants, homosexuals, and non-Christians as inferior.
- Right-wing Authoritarianism (RWA). Focuses on value conflicts instead of the economic ones that SDO targets. RWA endorses respect for obedience and authority in the service of group conformity.

Implicit Biases

- Automatic Biases. Liking yourself and your groups is human nature. The larger issue is that own-group preference suggests liking other groups less.
- Ambiguous Biases. People favor their in-group and distance themselves from the out-group (e.g., social identity theory, self-categorization theory, and aversive racism).
- Ambivalent Biases. People often have mixed feelings toward other groups, not all stereotypes are all bad, and emotional prejudices may be ambivalent. A simple way to understand these mixed feelings, across a variety of groups, results from the Stereotype Content Model (which shows that social groups are viewed according to their perceived warmth and competence). Some group stereotypes are mixed, high on one dimension and low on the other. Groups stereotyped as competent but not warm, for example, include rich people and outsiders good at business (Jewish or Asian people, in the U.S. at this time). The other mixed combination is high warmth but low competence. Groups who fit this combination include older people and disabled people. Altogether, these four kinds of stereotypes and their associated emotional prejudices (pride, disgust, envy, pity) occur all

over the world, for each society's own groups.

Conclusion: Today's Prejudices

- As our nation become more diverse, more global, and more intermarried, most people are encountering a bigger variety of people in everyday life and certainly through the media. People's identities are multifaceted intersecting across gender, race, class, age, region, and more. Identities are not so simple, and maybe the 21st century will allow us to recognize each other for the content of our character instead of the color of our skin or the cover on our outside.

Difficult Terms

Ambiguous Biases

Ambivalent Biases

Automatic Biases

Aversive Racism

Blatant Biases

Model Minority

Right-wing Authoritarianism

Self-Categorization Theory

Social Dominance Orientation

Social Identity Theory

Stereotype Content Model

Subtle Biases

Lecture Frameworks

Overview

Of all the modules in this unit, this can be the touchiest for students. Many students have strong opinions or experiences when it comes to prejudice and discrimination. Therefore, before you design your lecture, you want to think carefully about what you will say and what examples you choose to use. Just remember that being sensitive doesn't necessarily mean

being boring – pick examples that are interesting and that get students involved.

- Discussion/Warm-Up
 - Because this topic can be emotionally charged, you can warm up with less political or controversial topics. Have your students consider "bias"-- a concept that is often confused with prejudice. They can think of bias as a conscious or unconscious preference or leaning toward or away something. For instance, their choice of news outlets might be biased, as is their preference for one sports team over another. Have the students generate other examples of the many ways bias shows up. Then, have them discuss the following:
 - Looking at this list of examples, what do you notice?
 - Considering this list of examples, what factors do you think influence the formation of biases?
 - Looking at these examples, what do you think are some of the potential negative consequences of bias?
- Lecture – Refer to slides for the following:
 - The big content for this module is the in-group and out-group material. As always, you probably want to start with defining the terms. After terms are defined, you might consider having students think about their own in-groups and out-groups (an example you might start them off with is their university versus a rival university; students tend to have negative views about students from rival schools). Once they understand what in-groups and out-groups are, you can start discussing the consequences of such divisions. That is, WHO CARES if I don't really like students from a rival school? What does it REALLY MATTER if I think people with different political views are idiots? And of course we know from years of research that how we define our world in terms of in-groups and out-groups *does* matter (prejudice, stereotypes, etc.). It influences the way we interpret information (see the second class activity: In-group/Out-group issues in politics) and how we make future decisions. You can then talk about stereotypes (e.g., stereotype content model).
- Activity: Group Bias in Politics
 - See Activities/Demonstrations (below) for instructions.

Activities & Demonstrations

In-group/Out-group issues in politics: In-Class Activity

In this 3-minute clip, two conservative Republicans, both of whom served as President of the United States, address the issue of undocumented immigration. This video is from 1980 and it is interesting to see how the "we/us/our" versus "they/them/their" rhetoric has changed over the decades:

- Time: 10 minutes
- Materials: https://youtu.be/YsmgPp_nlok
- Directions:
 - Show the video clip to students. Note: this clip is political in nature; John Stewart demonstrates some inconsistencies that some Republican leaders have demonstrated over different issues. Because this video represents only one side, consider explaining to students that both parties are prone to these in-group/out-group biases. That is, remind them that you are showing the clip because it demonstrates the *principle* of such biases.
 - Once they have seen the video, have them reflect on what they just saw. Who was the in-group? Out-group? How did this influence perception? Were the people in the video aware of their biases and resulting discrepancies?

Additional Activities

Hebl, M. R. (2008). Gender bias in leader selection. In L. r. Benjamin (Ed.), *Favorite activities for the teaching of psychology* (pp. 269-272). Washington, DC, US: American Psychological Association.

- This activity, which requires minimal preparation, illustrates how stereotypes can result in biased leader selection. It is an easy in-class activity to conduct that requires approximately 20 minutes of class time, involves all students, and is best demonstrated in larger size

classes that include both male and female students.

Kite, M. E., Gordon, R. A., Demakis, G. J., Snyder, C. R., Dunn, D. S., & Friedrich, J. (2000). Demonstrating bias in social perception and social cognition. In M. E. Ware, D. E. Johnson (Eds.), *Handbook of demonstrations and activities in the teaching of psychology*, Vol. III: Personality, abnormal, clinical-counseling, and social (2nd ed.) (pp. 209-226). Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.

- "Observer Biases in the Classroom" / M. E. Kite / outlines 3 activities that demonstrate common perceptual errors described in the social psychological literature
- "Unique Invulnerability: A Classroom Demonstration in Estimating Personal Mortality" / C. R. Snyder / demonstrates the unique invulnerability effect in a demonstration where students were told the average longevity for persons in the U.S. and then asked to predict their own age of death
- "Demonstrating a Self-Serving Bias" / D. S. Dunn / asks students to list their strengths and weaknesses to reveal a bias toward reporting positive attributes
- "On Seeing Oneself as Less Self-Serving Than Others: The Ultimate Self-Serving Bias?" / J. Friedrich / designs a demonstration of the self-serving bias by asking students to rate either the likelihood that they would rate themselves above average or that the average person would do so

Lamas, J. I. (1999). Teaching about prejudice and discrimination in the introductory psychology course. In L. T. Benjamin, B. F. Nodine, R. M. Ernst, C. Broeker (Eds.), *Activities handbook for the teaching of psychology*, Vol. 4 (pp. 255-263). Washington, DC, US: American Psychological Association.

- The desired pedagogical objective is the student's own analysis and internalization of what scientific psychology has to say about prejudice and discrimination. This understanding is a basic need in a multicultural, multiethnic society, and in an increasingly global community. This activity offers a variety of teaching suggestions to help students learn about the causes and effects of prejudice (attitudes and beliefs) and discrimination (behavior) based on those attitudes and beliefs at different points of the introductory psychology course.

Morris, K.A., & Ashburn-Nardo, L. (2010). The Implicit Association Test as a class assignment: Student affective and attitudinal reactions. *Teaching of Psychology*, 37, 63-68.

- Instructors often use the IAT as an assignment or demonstration for hidden biases. However, it is feasible that students may be upset or uncomfortable after taking the IAT.

This article found that although students reported slight negative affect after taking the IAT, it still enhanced their understanding of social cognition. It is important to continue to integrate the use of the IAT in combination with classroom instruction and discussion.

Outside Resources

Web: Website exploring the causes and consequences of prejudice.

<http://www.understandingprejudice.org/>

Web: Website that provides helpful information about prejudice including definition and statistics. This content is provided by OnlinePsychology@Pepperdine, the Online Master of Psychology program from Pepperdine University.

<https://onlinepsych.pepperdine.edu/blog/prejudice-discrimination-coping-skills/>

Evidence-Based Teaching

Goldstein, S. B. (1997). The power of stereotypes: A labeling exercise. *Teaching of Psychology*, 24(4), 256-258. doi:10.1207/s15328023top2404_5

- The labeling exercise is a classroom activity that enables students to explore stereotyping processes relevant to the perceiver and the target of stereotypes. 75 students participated in the labeling exercise and evaluated the exercise upon its completion. Ss were assigned stereotypical trait descriptors and, within the context of a specific task, were asked to treat each other according to those descriptors. Results show that this exercise provides an engaging introduction to the topic of social perception and encourages discussion of approaches to prejudice reduction. Evaluation data indicate consistently favorable ratings of this exercise.

Suggestions from the Society for Teaching's Introductory Psychology Primer

Afful, S.E. (2013). Social. In S.E. Afful, J. J. Good, J. Keeley, S. Leder, & J. J. Stiegler-Balfour (Eds.). Introductory Psychology teaching primer: A guide for new teachers of Psych 101. Retrieved from the Society for the Teaching of Psychology web site: <http://teachpsych.org/ebooks/intro2013/index.php>

POSSIBLE ASSESSMENTS (Out of Class)

Complete the IAT

Students can complete the IAT at <https://implicit.harvard.edu/implicit/>. Ask students to complete the Race IAT and one more of their choosing (e.g., weight, sexuality, religion, age, etc.). A reflection paper might be assigned regarding their experience and the the validity of the IAT.

ACTIVITIES & TECHNIQUES (In Class)

Stereotypes:

- When discussing social perception and stereotypes, the classic study by Jane Elliot can be replicated either in person or by watching a clip from either The Eye of the Storm or A Class Divided (<http://www.pbs.org/wgbh/pages/frontline/shows/divided/>).
- Ask students what labels we currently categorize by, could this be replicated in modern classrooms, and how can we minimize the effects of stereotypical assumptions This is often a difficult discussion to have, encouraging students to be honest and respectful and emphasizing commonalities (e.g., we are all college students at XYZ) might help alleviate some of the tension.
- Remember also not to call on students directly to be a prototype for their social group (e.g., what stereotypes have you experienced as a Black woman, etc.).

Links to ToPIX Materials

Activities, demonstrations, handouts, etc.:

<http://topix.teachpsych.org/w/page/19981041/Social%20in%20the%20Classroom>

Current events/ news:

<http://topix.teachpsych.org/w/page/23142325/Social%20in%20the%20News>

Video/audio:

<http://topix.teachpsych.org/w/page/19981040/Social%20Video>

Teaching Topics

Teaching The Most Important Course

https://nobaproject.com/documents/1_Teaching_The_Most_Important_Course.pdf

Content Coverage

https://nobaproject.com/documents/2_Content_Coverage.pdf

Motivating Students

https://nobaproject.com/documents/3_Motivating_Students_Tips.pdf

Engaging Large Classes

https://nobaproject.com/documents/4_Engaging_Large_Classes.pdf

Assessment Learning

https://nobaproject.com/documents/5_Assessment_Learning.pdf

Teaching Biological Psychology

https://nobaproject.com/documents/6_Teaching_Bio_Psych.pdf

PowerPoint Presentation

This module has an associated PowerPoint presentation. Download it at https://nobaproject.com//images/shared/supplement_editions/000/000/336/Prejudice,%20Discrimination,%20and%20Stereotyping.ppt?1639767933.

About Noba

The Diener Education Fund (DEF) is a non-profit organization founded with the mission of re-inventing higher education to serve the changing needs of students and professors. The initial focus of the DEF is on making information, especially of the type found in textbooks, widely available to people of all backgrounds. This mission is embodied in the Noba project.

Noba is an open and free online platform that provides high-quality, flexibly structured textbooks and educational materials. The goals of Noba are three-fold:

- To reduce financial burden on students by providing access to free educational content
- To provide instructors with a platform to customize educational content to better suit their curriculum
- To present material written by a collection of experts and authorities in the field

The Diener Education Fund was co-founded by Drs. Ed and Carol Diener. Ed was a professor emeritus at the University of Illinois, Urbana Champaign, and a professor at University of Virginia and the University of Utah, and a senior scientist at the Gallup Organization but passed away in April 2021. For more information, please see <http://noba.to/78vdj2x5>. Carol Diener is the former director of the Mental Health Worker and the Juvenile Justice Programs at the University of Illinois. Both Ed and Carol are award- winning university teachers.

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