

Intergroup Relations (CRN 26710), Psychology 4345.  
Spring, 2015.

When: Tues/Thursday, 1:30 to 3.  
Where: Liberal Arts 207.

Professor: Dr. Zárate  
Office: Psychology 309C  
Contact: Phone 747 6569 [mzarate@utep.edu](mailto:mzarate@utep.edu)  
I prefer email whenever possible and I respond quickly to **university** email.  
I do not use Blackboard for email purposes.

Office hours: Monday, 10:30 to 11:30, Tuesday, 10:40 to 11:30, and by appointment. I will try to stay after class on Tuesdays for questions.

Required text.

Book. The Psychology of Diversity: Beyond Prejudice and Racism. (2014). James M. Jones, John F. Dovidio, and Deborah L. Vietze. New York. Wiley-Blackwell. ISBN. 978-1-4051-6214-2. There is also a hardback of this, but I presume the paperback is cheaper.

Additional readings are listed for each chapter. All of the readings are pdf files that can be downloaded from the University library.

Course description:

This course will analyze the classic and current literature from experimental social psychology on stereotyping, prejudice, intergroup relations, and diversity. The course will cover the main theories that address stereotyping and prejudice from the perceiver and target perspective. We will cover how stereotypes are developed, maintained, and supported through various psychological processes. We will also focus on the methods used to measure prejudice and stereotyping. We will cover how to change or reduce stereotyping. Finally, there will be direct applications of the theories to prejudice regarding specific groups and to applications of these processes to on-going social and political issues. Possible applications include recent court cases regarding racism and sexism, affirmative action, immigration attitudes and policies, gay marriage, and other related issues.

*Goals:*

There are multiple goals throughout the course.

Strengthen your skills in research methodology.

Develop a clear understanding of the social processes involved in intergroup relations.

Develop the ability to analyze and critique theories and research findings.

Identify ways in which your group identity influences your own behavior.  
Identify the ways in which psychological processes support and reduce stereotyping processes.

*Expectations regarding student performance.*

Students are expected to enter the class with a good understanding of experimental methods and statistics (i.e., passed Experimental Psychology and Introduction to Statistics with a C or better). This is an advanced course. Therefore, students are expected to be intrinsically interested in the content. The course combines lecture, class discussion, and student presentations. Students are expected to be prepared and to discuss issues maturely.

Students are responsible for understanding plagiarism and other forms of academic dishonesty. Plagiarism and cheating will not be tolerated. If you quote a source, it must be appropriately attributed to the source. Even close paraphrasing needs to be appropriately attributed. Papers should not be a string of quotes and those papers will be returned to the student ungraded. Rather, quotes are to be used sparingly. Cheating is defined broadly. If you copy the answers from someone else, that is cheating. If you let someone else copy from you, that is also cheating. For your papers, however, I encourage you to have other students read and critique them before turning them in. In cases of suspected academic dishonesty, I will forward the information to the Dean of Students and let him/her deal with the situation.

Some days will have mandatory attendance. Should you decide to come to class, however, as a college student, you are expected to come to class prepared. Moreover, one should also be motivated to participate. Cell phones, texting, sleeping, reading newspapers, etc., are simply inappropriate in the adult world during class time. Be a part of your own education.

**Individuals with disabilities have the right to equal access and opportunity.**

In support of this endeavor, UTEP and I support the Disabled Student Service Office (DSSO). Please follow the provided link, visit the office (room 106 Union East building), or call (747 5148) if you believe you qualify for their services.

<http://sa.utep.edu/dsso/>

*Respect your colleagues.*

This course in particular includes a number of controversial or sensitive topics, including racism, sexism, immigration, stigma towards the obese, LGBT, politics, cultural differences, etc. Please be prepared to discuss these issues in a respectful manner. Differences in opinion are common and expected – and learning about those differences is part of the beauty of the college experience. Expressing those opinions is best accomplished maturely and with some appreciation for how others might hear those comments. Class is not the place for “shock jock” type approaches to conversation. Thus, one goal will be to develop a

healthy respect for differences in opinion and to learn how to express ideas so others can hear.

### **Evaluation**

Your final grade will be based test a term paper, thought papers, quizzes, and submitting quiz questions.

You will be responsible for 5 thought papers, described below. Each thought paper is worth 40 points.

$$5 * 40 = 200$$

1 term paper worth 150 points.

$$150$$

At least 5 quizzes each worth 20 points. I will drop your lowest quiz score. If we have 8 quizzes, I will drop your two lowest quiz scores. This will change as a function of class participation.

$$5 * 20 = 100$$

Students will be required to write 3 sets of quiz questions for the next section. Each set of 10 quiz questions will be worth 20 points. These will be graded.

$$3 * 20 = 60$$

I grade on a scale where 88%=A, 78%=B, 68%=C, and 58%=D.

For graduate students, they will also be required to lead two chapter discussions and their term paper needs to use the NSF formatting, including the bio sheet.

### ***Class Participation:***

Students are expected to actively participate in the class discussions. Class discussion is based on the readings for the day. Thus, you are expected to read the assigned articles before class. Please focus on contributing to the quality of the discussions.

### ***Thought papers (200 points):***

Students are required to write five thought papers on the readings. The thought papers should include (a) critical discussions of the research described in the assigned readings, and (b) applications of the readings to current events. Another option is to describe new research ideas based on the readings. For the last type of thought paper, please note that simple narratives of examples or personal experiences are considered insufficient unless they are closely related to specific research ideas. Each thought paper should not exceed two typewritten pages (single-spaced; 12-point Times New Roman; 1 inch margins on all sides).

Thought papers should be handed to the professor in class on the assigned day. Late submissions will not be accepted. Thought papers will be evaluated on the basis of creativity, thoughtfulness, and accurate understanding of the assigned readings. One need not agree with the readings, and in fact, intelligent critiques are especially valued. One does, however, need to demonstrate a clear

understanding of the readings. Students are expected to edit them carefully to reflect quality thought and writing. I encourage you to have your colleague edit your papers to encourage thoughtful writing.

Papers are assigned as such.

Group A	Last names A through D
Group B	Last names E through Z

### **Term paper.**

One term paper will be due Thursday April 23, **in class** – no exceptions. There is a 12 page maximum on the paper (of text), though 8 to 10 page papers are encouraged. The term paper will entail a collaborative project with two people. Creative proposal types (i.e., ideas for what you want to write about) are open to discussion, just see me. The project must outline a new hypothesis and a clear test of that hypothesis. It must be intergroup related, obviously. Good proposals use specific models and make unique and non-obvious predictions. The two main criteria are that you consider clear hypotheses and clear tests of that hypothesis. The proposals will be presented at the end of the semester. Each presentation will be for 15 minutes, including questions. The paper will be in APA style, 12 pt font, double spaced. The reference section and abstract page are not considered part of the page limit. The term paper should include no less than 8 articles from the journals listed below. It should also include at least 3 articles published in 2013 or later.

### **Quizzes.**

There will be at least 6 quizzes in class, given randomly in class. Each quiz will be between 10 and 20 questions. Some questions will count for more than 1 point. The quizzes will cover the readings and are things one should easily glean from even a cursory reading of the materials. I will drop at least one quiz score.

### **Quiz questions.**

Students are required to develop at least 10 quiz questions at least three times. Students can pick when they write their quiz questions. The questions should be college level questions. Each with 4 possible responses. They are to be sent to me and to the TA, when s/he is assigned. Each question should include the page number where the question was derived for quick reference.

Contents. Please note schedule is **ONLY** tentative. Things will change. Tests dates rarely change, but the material covered in them will change.

Date

Material

- Jan 20 First day of class. Introductions.  
 Jan 22. Chapter 1. The psychology of diversity.
- Jan 27. Group a Thought papers on Chapter 2 and reading.  
 Jan 27/29 Chapter 2. General concepts.  
 Gawronski, B., LeBel, E., & Peters, K. R. (2007). What Do Implicit Measures Tell Us? Scrutinizing the Validity of Three Common Assumptions. *Perspectives on Psychological Science*, 2, 181-193. doi: 10.1111/j.1745-6916.2007.00036.x
- Feb 3 Group b Thought papers on chapter 3 and reading.  
 Feb 3/5 Chapter 3. Historical perspectives.  
 Stephan, W. G. (2014). Intergroup anxiety: Theory, research, and practice. *Personality and Social Psychology Review*, 18, 239-255.
- Feb 4 Census day and last day to drop without W.
- Feb 10 Group a Thought papers on chapter 4 and reading.  
 Feb 10/12 Chapter 4. Personality and individual differences.  
 Thomsen, L., Green, E.G.T., & Sidanius, J. (2008). We will hunt them down: How social dominance orientation and right-wing authoritarianism fuel ethnic persecution of immigrants in fundamentally different ways. *Journal of Experimental Social Psychology*, 44, 1455-1464.
- Feb 17 Group b Thought papers on chapter 5 and reading.  
 Feb 17/19 Chapter 5. Social cognition.  
 Enge, L. R., Lupo, A. K., Zárate, M. A., (Accepted for publication). Neurocognitive mechanisms of prejudice formation: The role of time-dependent memory consolidation. *Psychological Science*
- Feb 24 Group a Thought papers on chapter 6 and reading.  
 Feb 24 Chapter 6 Social identity  
 Gilead, M., & Liberman, N. (2014). We take care of our own: Caregiving salience increases ingroup bias in response to outgroup threat. *Psychological Science*, 25, 1380-1387.
- March 3 Group b Thought papers on chapter 7 and reading.  
 March 3/5
- March 9 to 13 Spring break
- March 17 Group a Thought papers on chapter 8 and reading.

March 17/19 Chapter 8. Coping and adapting

Richeson, J.A., & Trawalter, S. (2008). The threat of appearing prejudiced and race-based attentional bias. *Psychological Science, 19*, 98-102.

March 24 Group b Thought papers on chapter 10 and reading.

March 24/26 Chapter 9. Interactions.

Shelton, J. N., Richeson, J. A., & Salvatore, J. (2005). Expecting to be the target of prejudice: Implications for interethnic interactions. *Personality and Social Psychology Bulletin, 31* (9), 1189 – 1202.

March 31 Cesar Chavez day

April 2 Library day

April 6 Course drop deadline.

April 7/9 Cultural Diversity. **Quiz.**

Zárate, M., Shaw, M., Marquez, J., & Biagas, D. (2012). Cultural inertia: The effects of cultural change on intergroup relations and the self-concept. *Journal of Experimental Social Psychology, 48*, 634-645.  
DOI:10.1016/j.jesp.2011.12.014

April 14 and 16. Luke Enge.

Chapter 7 Is bias in the brain

Amodio, & Ratner, (2011). A Memory Systems Model of Implicit Social Cognition  
Current Directions in Psychological Science. 20 (3). 143-148. DOI:  
10.1177/0963721411408562

Freeman, Ma, Barth, Young, Han, and Ambady. (2013). The Neural Basis of  
Contextual Influences on Face Categorization. *Cerebral Cortex*  
doi:10.1093/cercor/bht238

April 21 and 23. Corin Ramos. Chapter 12.

Yogeeswaran, K., & Dasgupta, N. (2010). Will the "real" American please stand up? The effect of implicit national prototypes on discriminatory behavior and judgments. *Personality and Social Psychology Bulletin.*

Plaut, V. C., Garnett, F. G., Buffardi, L. E., & Sanchez-Burks, J. (2011). "What about me?" Perceptions of exclusion and Whites' reactions to multiculturalism. *Journal of Personality and Social Psychology, 101*(2), 337.

**April 28/30 Chapter 11. Chapter 11 Social roles. Quiz.**

Glick, P. et al. (2000). Beyond prejudice as simple antipathy: Hostile and

benevolent sexism across cultures. *Journal of Personality and Social Psychology*, 79, 763-775.

April 28/30 Chapter 12

May 5. Chapters 13. Quiz.

May 7. Class presentations of your project.

May 8 Dead Day

Thur, May 14, 1:00pm This day is reserved for class presentations if we don't finish in class.

Good social psychology journals.

Experimental journals.

Journal of Personality and Social Psychology, first two sections. – library subscription.

Journal of Experimental Social Psychology – electronic subscription.

Personality and Social Psychology Bulletin – library subscription.

Group Processes and Intergroup Relations.

Social Cognition

Basic and Applied Social Psychology

Journal of Applied Social Psychology – library subscription.

Review journals.

Personality and Social Psychology Review – library subscription.

Journal of Social Issues. – library subscription.

Advances in Experimental Social Psychology

Social Psychological & Personality Science (no clue if you can find this yet).

Social Issues and Policy Review (no clue if we have it).