

Course Description

Prejudices and ideologies

Aim of the course

Aim of the course is:

The course discusses the main social psychological theories on prejudice and stereotyping with the aim of understanding social and cognitive motives. Social stereotypes, prejudices and psychological needs related to justification of social hierarchy and causes of intergroup conflicts will be critically analysed. The social-psychological and historical-evolutionary causes and consequences of racism, sexism, homophobia and antisemitism and the role of ideologies in maintaining or reducing prejudices and stereotypes will be discussed. Preconditions and pitfalls of reducing prejudice will be examined as well.

Learning outcome, competences

knowledge:

- is acquainted with the most important theoretical approaches on prejudices and stereotypes
- is familiar with the different paradigms of researching prejudices and stereotypes
- understands the role of prejudices and stereotypes in justifying and maintaining social hierarchies
- is familiar with the theoretical background of the different approaches of prejudice reduction

attitude:

- is sensitive to all forms of discrimination
- is able to empathise with the experience of being discriminated against
- is committed towards respecting human rights and human dignity

skills:

- is able to differentiate between essentialist prejudices and stereotypes and their consequences
- is able to reflect at own prejudices and stereotypes, to understand their influences on own behaviors
- is able to recognise manifestations of stereotyping and prejudices in the media and in education, and able to analyse them critically

Content of the course

Topics of the course

- Introduction
- The concepts of stereotyping, prejudice, and discrimination
- How psychologist study prejudice and discrimination
- Social categorization and stereotypes
- Stereotype activation and application
- Old-fashioned and contemporary forms of prejudice
- Individual differences and prejudice

- The development of prejudice in children
- The social context of prejudice
- From prejudice to discrimination
- The experience of discrimination
- Reducing prejudice and discrimination
- Poster presentations
- Final test

Learning activities, learning methods

- essay writing (experience of taking the IAT)
- lectures
- small group discussion
- own research, poster presentation and essay

Evaluation of outcomes

Learning requirements, mode of evaluation, criteria of evaluation: requirements

- 10 % short essay
- 40 % poster presentation and essay
- 50 % test

mode of evaluation: complex (written and oral)

criteria of evaluation:

- adequate knowledge of the literature
- application of the theoretical knowledge for analysing examples of prejudices and stereotypes

Reading list

Compulsory reading list

- Textbook: Kite, M.E. & Whitley, Jr., B.E. (2016) *Psychology of Prejudice and Discrimination*. 3rd Edition. Routledge, Taylor & Francis Group, NY & London

Recommended reading list

- Dovidion, J. F. – Glick, P. – Rudman, L.A. (2005). *On the nature of prejudice. Fifty years after Allport*. Blackwell Publishing
- Mikulincer, M., & Shaver, P. R. (2001). Attachment theory and intergroup bias: evidence that priming the secure base schema attenuates negative reactions to out-groups. *Journal of personality and social psychology*, 81(1), 97-115.
- Velasco González, K., Verkuyten, M., Weesie, J., & Poppe, E. (2008). Prejudice towards Muslims in the Netherlands: Testing integrated threat theory. *British Journal of Social Psychology*, 47(4), 667-685.

- Charles-Toussaint, G. C., & Crowson, H. M. (2010). Prejudice against international students: the role of threat perceptions and authoritarian dispositions in US students. *The Journal of psychology*, 144(5), 413-428