Public Affairs 563: Intergroup Relations and Public Policy  
Spring 2015 – Thursday 1:30-4:20pm  
Denny Hall 305

Instructor:  
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Parrington Hall 321  
206.221.5237  
Office Hours: Thursdays 11:30am-1pm or by appointment.

Course Overview

This course will explore how social psychological research on intergroup relations is pertinent to various aspects of public policy. The theoretical perspective will include both historical and current perspectives, and will provide an overview of a complex and evolving field. Specifically, we will explore how the literature describes how individuals perceive, judge and feel about individuals from various social groups. The groups discussed will range from minimal groups to classic social groups (e.g. race, gender, sexual orientation and gender identity, and religion).

Research areas will include:

- Cognitive and social origins of group categorization
- Ingroups versus outgroups
- The basics of social categories and category complexities
- Implicit bias, affect, and emotion
- Ideologies and belief systems relating to social stigma

As we discuss these topics, we will discuss the implications of the findings for understanding individual policy preference, issues in management and leadership and other areas of policy design, implementation, and analysis.

Course Structure

Many topics will be discussed in this course. For each topic, I will briefly introduce the major theoretical topics for each week. The remainder of the course time each week will be devoted to discussion, demonstrations and group exercises structured around the assigned readings. Students can expect a seminar-type format, so completing all readings and the response paper prior to class will be essential preparation for each week. Please bring notes on questions/comments from the readings to help prepare for effective class discussion.

Through the readings, discussion and written assignments, we will explore the relevance and significance of these topics for policy issues. Students will discuss these issues in a series of short memos, each on a specific policy area. A final paper will be an opportunity to elaborate on an issue of the student’s choice.

Students from all backgrounds are welcome, and will be challenged. The course will provide students with an additional set of tools for approaching policy issues. In addition, students will gain further experience in the consumption and analysis of scientific research. Those well versed in the literature of psychology will be challenged to describe effective practical applications for these concepts.

Finally, due to the nature of the subject matter, the discussions in this course may often be provocative. I expect that all students will engage in a professional manner, keeping in mind the wide array of backgrounds represented in the classroom. Specifically, all students should keep in mind the Evans School Community Conversation Norms:
At the Evans School, we value the richness of our differences and how they can greatly enhance our conversations and learning. As a professional school, we also have a responsibility to communicate with each other—inside and outside of the classroom—in a manner consistent with conduct in today’s increasingly diverse places of work. We hold ourselves individually and collectively responsible for our communication by:

- **Listening** carefully and respectfully
- **Sharing** and teaching each other generously
- **Clarifying** the intent and impact of our comments
- **Giving and receiving** feedback in a “relationship-building” manner
- **Working** together to expand our knowledge by using high standards for evidence and analysis

Readings

All readings can be downloaded from the course website:
http://courses.washington.edu/pbafhall/563/

Grading and Assignments

The following components will contribute to the final course grade:

<table>
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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Memos (2-3 total)</td>
<td>25%</td>
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<tr>
<td>Final Paper</td>
<td>35%</td>
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<tr>
<td>Weekly Response Papers + Participation</td>
<td>40%</td>
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**Memos:** These memos may take the form of a specific proposal for policy analysis or implementation, or may be a commentary on an existing policy or process. Each memo may be no longer than 2 single spaced pages. They should demonstrate a clear understanding of the theory, with a thoughtful practical application. Absolutely no late memos will be accepted. Please email your memo before the start of class if you will be late or absent that week. The memo component of your final grade will be based on your top two grades.

**Final Paper:** The final paper (6-8 single spaced pages) will provide an opportunity to discuss the applications of a specific concept or research area in depth, as it applies to an existing policy area. This paper can take the form of a proposal for a specific policy analysis or implementation process, a research proposal with policy implications, or a discussion of how an existing line of research has policy implications. We will discuss in depth as the course progresses. Please come ready to discuss your preliminary paper idea on April 30th.

**Response Papers:** Each week, you will write a response paper on the assigned readings. These papers are due by 5pm each Wednesday. I will take your comments into account as I prepare for that week’s meeting. In these response papers, please include questions, comments or other ideas you had that came up during your reading. These should be no more than ¼ of a single spaced page. You will email the responses to me each week with the subject “563 Response”.

**Class Participation:** Students will be expected to attend class prepared to discuss the assigned readings. This grade will be based on quality of contribution to discussion of class and quality of constructive feedback provided to other students in the course.

**Late Assignments Policy:** I will not accept late papers. If a memo is not submitted by the time it is due, you will not receive credit. The final paper is due on Monday, June 8th at 5pm. Any paper received after the due date will be docked by .3 for each day it is late.
Assignment Due Dates:

<table>
<thead>
<tr>
<th>Memo #1</th>
<th>Apr 16th</th>
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<tr>
<td>Final Paper Ideas</td>
<td>Apr 30th</td>
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<tr>
<td>Memo #2</td>
<td>May 14th</td>
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<tr>
<td>Memo #3</td>
<td>May 28th</td>
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<tr>
<td>Final Paper</td>
<td>June 8th</td>
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COURSE SCHEDULE

WEEK 1: 4/2
Introduction: The basics of social categories

Readings:
- Tajfel (1970), Experiments in Intergroup Discrimination
- Macrae & Bodenhausen (2000), Social Cognition: Thinking Categorically About Others
- Brewer (1999), The Psychology of Prejudice: Ingroup Love or Outgroup Hate
- Perdue, et al. (1990), Us and Them: Social Categorization and the Process of Intergroup Bias

+ Visit to Henry Art Gallery and discussion with Nina Bozicnik, Assistant Curator

WEEK 2: 4/9
Cognitive dimensions of group categorization/In groups and out groups

Readings:
- Salvatore & Shelton (2007), Cognitive Costs of Exposure to Racial Prejudice
- Major & O’Brien (2005), The Social Psychology of Stigma

WEEK 3: 4/16
Introduction to stigmas and stereotypes

Readings:
- Walton & Cohen (2001), Stereotype Lift
- Diekman, et al. (2010), Seeking Congruity Between Goals and Roles: A New Look at Why Women Opt Out of Science, Technology, Engineering, and Mathematics Careers
- Hebl, et al. (2002), Formal and Interpersonal Discrimination: A Field Study of Bias Toward Homosexual Applicants
WEEK 4: 4/23

Dimensions of stigmas/Intergroup contact

Readings:
- Pettigrew & Tropp (2008), How Does Intergroup Contact Reduce Prejudice? Meta-analytic Tests of Three Mediators
- Bergsieker, et al. (2010), To Be Liked Versus Respected: Divergent Goals in Interracial Interactions
- Smart & Wegner (1999), Covering Up What Can’t Be Seen: Concealable Stigma and Mental Control

WEEK 5: 4/30

Motivation, affect and emotion

Readings:
- Kawakami, et al. (2009), Mispredicting Affective and Behavioral Responses to Racism
- Jellison, et al. (2004), Implicit and Explicit Measures of Sexual Orientation Attitudes: Ingroup Preferences and Related Behaviors and Beliefs Among Gay and Straight Men
- Cuddy, et al. (2007), The BIAS Map: Behaviors From Intergroup Affect and Stereotypes
- Pinel (1999), Stigma Consciousness: The Psychological Legacy of Social Stereotypes

WEEK 6: 5/7

Ideologies and beliefs and their relationship to policy and management

Readings:
- Jost & Hunyady (2005), Antecedents and Consequences of System Justifying Ideologies
- Jost, et al. (2007), Shared Reality, System Justification, and the Relational Basis of Ideological Beliefs
- Jost, et al. (2008), Ideology: Its Resurgence in Social, Personality, and Political Psychology
- Whitley (1999), Right Wing Authoritarianism, Social Dominance Orientation, and Prejudice

+ Discussion with Diana Falchuk, City of Seattle Race and Social Justice Initiative

WEEK 7: 5/14

Values

Readings:
- Pearson, et al. (2009), The Nature of Contemporary Prejudice: Insights from Aversive Racism
- Glick & Fiske (1997), Hostile and Benevolent Sexism: Measuring Ambivalent Sexist Attitudes Towards Women
- Green, et al. (1991), Living Stigma: The Impact of Labeling, Stereotyping, Separation, Status Loss, and Discrimination in the Lives of Individuals with Disabilities and Their Families
• Sigelman, et al. (1990), Courtesy Stigma: The Social Implications of Associating with a Gay Person
• Heliman & Alcott (2001), What I Think You Think of Me: Women’s Reactions to Being Viewed as Beneficiaries of Preferential Selection

**WEEK 8: 5/21**

**NO CLASS**

**WEEK 9: 5/28**

Implications for leadership and management

Readings:
• Pronin, et al. (2003), Identity Bifucation in Response to Stereotype Threat: Women and Mathematics
• Cohen, et al. (2006), Reducing the Racial Achievement Gap: A Social Psychological Intervention
• Hall, et al. (2014), Self-Affirmation in the Context of Poverty
• Neuberg (1994), When We Observe Stigmatized and 'Normal' Individuals Interacting: Stigma by Association

**WEEK 10: 6/4**

Wrap up and discussion of final papers. Where do we go from here?

No readings this week!

**FINAL PAPER DUE: 6/8, 5pm**