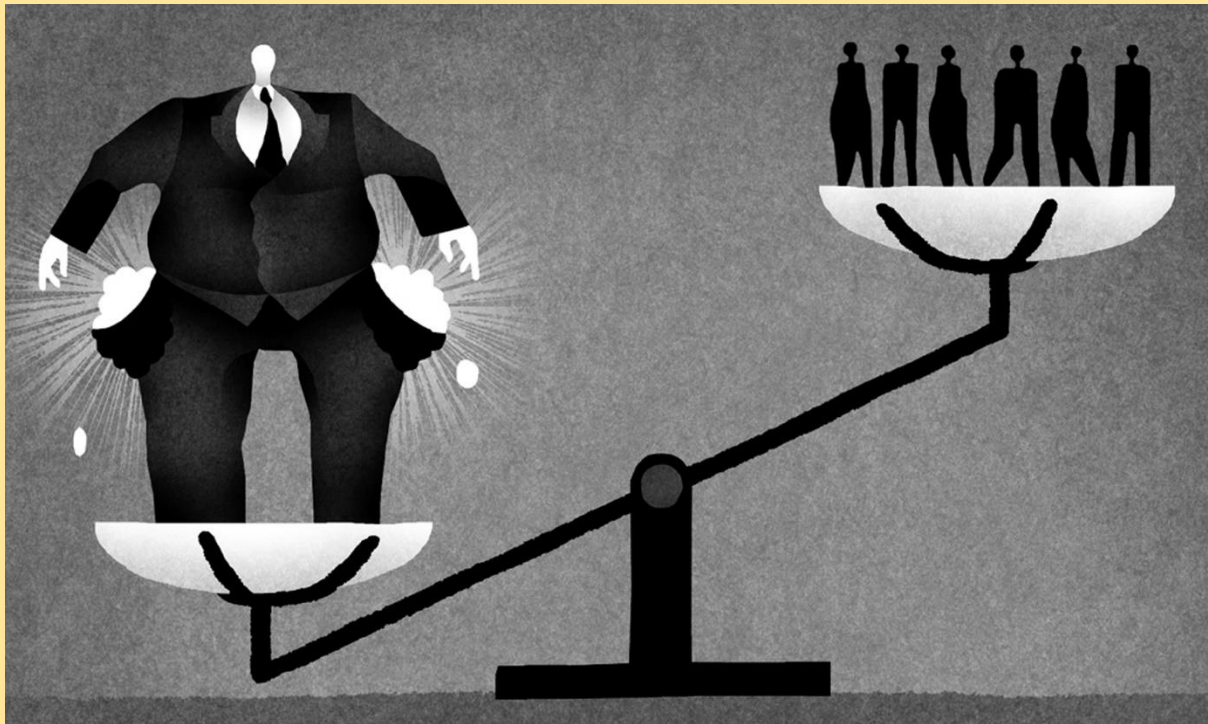# The Psychology of Inequality: From Poverty to Power

15 credit 3rd year module, code C8898
Spring term (teaching term 2) 2016-17
Module convenor: Dr. Matt Easterbrook

Most of the questions you have about this module are answered in this document. Please read it carefully and fully before your first seminar.

This document concerns the structure and content of the module. If you have questions about procedures, please contact the School of Psychology Office either in person or via psychology@sussex.ac.uk.

Module convenor
Dr. Matt Easterbrook; ext. 6597; m.j.easterbrook@sussex.ac.uk
Student feedback sessions in Pevensey 2, 3B4. For times, please see my webpage:
http://www.sussex.ac.uk/profiles/173988/dropin

Study Direct
If you have any questions about the module, the quickest way to get an answer is to ask me in person at the end of the seminar, come along to my student feedback sessions, or post on the Study Direct forum. I will regularly check the forum and respond to anything on there within two *working* days (9-5, Mon-Fri) and usually much quicker than this. Please only email me for personal or private issues that should not be made public.

Module outline
Inequality is at unprecedented levels in contemporary Western societies and is a pressing political and social issue. In this module, we will discuss the psychological consequences of living in an unequal society, and how a person's position within a status hierarchy affects how they think, behave, feel, and interact with others. We will begin by discussing the individual consequences of social class, education, poverty, wealth, and power, before moving on to discuss more collective forms of inequality, including the how people deal with stigma associated with low status, gender inequality, and how societal structures influence how people and groups understand and react to inequality. The module has a strong applied focus, and you will be encouraged to think about and discuss how psychological theories relate to real-world events, and to evaluate several interventions that have been designed to alleviate some of the negative consequences associated with low status.

By the end of the module, the successful student will be able to do the following:
- Demonstrate a knowledge and understanding of contemporary psychological research regarding inequality, and the ability critically evaluate this research.
- Demonstrate the skills required to critically evaluate and synthesis empirical research with psychological theory.
- Demonstrate an ability to apply social psychological theories and research to social and political issues surrounding inequality.
- Demonstrate the ability to communicate complex material in a clear and focused manner.

Teaching format
The module consists of one **1hr 50 minutes** class per week (the location and times are shown on your Sussex Direct timetable). These classes will be a mixture of lectures, discussions, and activities. What you get out of this module is proportional to what you invest. I strongly encourage you to come to class, do the reading beforehand, and actively participate in discussions and class activities.

Topics
- Week 1: Social history and social gradients
- Week 2: The new psychology of class
- Week 3: Education and cultural mismatch
- Week 4: Poverty and scarcity
- Week 5: Power, money, and status
- Week 6: Stigma and stereotypes
- Week 7: Societal structures and subjective identities
- Week 8: Glass ceilings and queen bees
- Week 9: Dominance and system justification
- Week 10: Interventions
- Week 11: Interventions, essay writing and the exam
- Week 12: Revision

Readings for each topic
The essential readings for each week are listed below; please make sure you read the essential reading before you come to the relevant class so that you can engage in discussions. I have kept the essential readings brief, so please make sure you read them.

Because this is a third-year module, I also expect you to do some wider reading on the topics you are learning about throughout the module. To help you with this, I have also included some 'suggested readings' that give more nuanced or broader perspectives on the topics. These are useful starting points for wider reading. PDFs of all listed readings are on Study Direct.

For most weeks, I have also listed some 'other bits'. These are not part of the core module reading but address the same topics in different formats. They include things like TED talks or popular books. If a topic has sparked your interest, you may find these interesting to read or watch, but they are **not** replacements for the essential or suggested readings.

Assessment
There are two formal assessments; a seen exam and a portfolio.

Formal assessment: Seen exam (75%)
The main contributory piece of assessment is a two-hour seen exam, which will take place in assessment block two (A2) in May or June. Many students get worried about a seen exam because it's something they haven't done before, but you really shouldn't worry! A seen exam simply means that **you get to take home the exam paper** about **two weeks before** you actually take the exam, so you can chose which two out of six essay-style questions you will answer, and prepare what you will write beforehand. The marking criteria is the same for seen and unseen exams, so you can really benefit from knowing the questions beforehand.

The exam will have six essay-style questions, from which you will be asked to choose and answer two. The questions will be based on the material covered in the classes and the readings, but you should also aim to read and cover a wider range of readings than those listed in this handbook, in a similar way to how you would answer an essay.

Exam details and timetables are displayed on the exam notice board in Pevensey 1 and the undergraduate office web pages. Neither the module convenor nor the office can give out details of exam times. Information about assessments and things like exceptional circumstances can be found by at this link:
http://www.sussex.ac.uk/psychology/internal/students/examinationsandassessment

Formal assessment: Portfolio (25%)

Assessment and feedback:
In weeks 3, 5, 7 and 9 you will be asked to write and submit an online blog in which you choose one small bit of the material covered in the previous two weeks' classes (such as one study or one aspect of a theory), and interpret a real-world event or issue in light of the new perspective the research/theory offers. Each blog should be around 700 words, and no more than 1000. All the blogs will be uploaded onto a WordPress site so that you can read and comment on each other's, although they will be completely anonymous to everyone except me (so I can track your progress). At the end of the module (Wk 12) you are asked to submit all four of your blogs in a portfolio of no more than 5000 words.

Although this is probably a new assessment method for you, you have plenty of support. I have put up several example blogs (some of which are annotated to explain what is good/bad about them) on the SyD page, and I will spend some time explaining the format of the blogs in the first lecture. There is also a specific assessment criteria that I created specifically for these blogs. I will also provide you with detailed written feedback on your first blog, which you should use to improve your first blog and to help you write the remaining three blogs. You will not only be able to see my feedback on your own blog, but also the feedback I give to everyone's blog – it will all be uploaded to the WordPress site. You therefore have a huge body of feedback which you can use to update your first blog for your final portfolio, and to improve the other three blogs that you are asked to write.

I will make sure you get quality feedback on your first blog so that you can use this feedback to inform your work throughout the module.

How to write a blog:
The real world issue you tackle in your blogs can be anything; the best blogs interpret a current political or social issue from the perspective offered by the research/theory, such as a new political policy, the rise in popularity of a political party or social movement, or a relevant current affairs event. However, people can also use the research/theory to interpret current news stories, novels or films, or personal experiences.

Blogs are written in non-technical, accessible language that could be understood by a member of the general public, and only require a single reference. They are supposed to be a fun and engaging way of writing that is more applied and allows you more freedom than an academic essay.

Most students find this part of the module exciting and fun, so please don't be daunted by this – blogging is a useful skill to have and an excellent way to learn the real-world significance of the material we cover in class.

Assessment information
Assessments deadlines and methods of submission can be found on your assessment timetable via Sussex Direct.

Information on the following can be found at the link below:
•   Submitting your work
•   Missing a deadline
•   Late penalties
•   Exceptional circumstances
•   Exams
•   Help with managing your studies and competing your work
•   Assessment Criteria

Attendance, Absence and Engagement
You are expected to be 'in attendance' at the University for the full duration of the published term dates for your course of study. That means you should be regularly attending lectures, seminars, labs etc. and committing time to your studies to be in a position to comply with academic and administrative expectations.

Week 1: Social history and social gradients

I will begin this seminar with an overview of the module and assessments before giving a lecture that tracks the social history of inequality. In the lecture, I will delve into how the wider socio-political context feeds into discourses surrounding inequality, and outline how these have changed over British history to give you a broad understanding of the moral significance of status in contemporary society. I will then outline contemporary empirical research into the relationship of status to health and well-being outcomes, pointing out that the way inequality and status are operationalised in the research illuminates its psychological underpinnings.

Essential readings:

Wilkinson, R. G., & Pickett, K. E. (2009). Income inequality and social dysfunction. *Annual Review of Sociology*, *35*, 493–511. Doi:/10.1146/annurev-soc-070308-115926

Anderson, C., Kraus, M. W., Galinsky, A. D., & Keltner, D. (2012). The local-ladder effect: social status and subjective well-being. *Psychological Science*, *23*, 764–71. http://doi.org/10.1177/0956797611434537

Suggested readings:

Adler, N. E., Epel, E. S., Castellazzo, G., & Ickovics, J. R. (2000). Relationship of subjective and objective social status with psychological and physiological functioning: Preliminary data in healthy, White women. *Health Psychology*, *19*, 586–592. http://doi.org/10.1037/0278-6133.19.6.586

McLoyd, V. C. (1998). Socioeconomic disadvantage and child development. *The American Psychologist*, *53*, 185–204. doi:10.1037/0003-066X.53.2.185

Wilkinson, R. G. (1997). Socioeconomic determinants of health. Health inequalities: relative or absolute material standards? *British Medical Journal*, *314*, 591–595. http://doi.org/10.1136/bmj.314.7080.591

Other bits:

Jones, O. (2011). *Chavs: The Demonization of the Working Class.* Verso: London. A brilliant popular politics book about the stigmatisation and demonization of the poor and working class in Britain, written by Guardian columnist Owen Jones.

Wilkinson, R., & Pickett, K. (2009). *The Spirit Level: Why Equality is Better for Everyone.* Allen Lane: Bury St Edmunds. Highly influential book outlining how national inequality indicators are related to national indicators of health and progression. You seem to be able to access the whole book here:: http://emilkirkegaard.dk/en/wp-content/uploads/The-Spirit-Level-Why-Greater-Equality-Makes-Societies-Stronger-Kate-Pickett-400p_1608193411.pdf

de Botton, A. (2004). *Status Anxiety.* Penguin Books Ltd: London. Popular philosopher Alain de Botton outlines his thesis that changes the way society views inequality has led to a crisis of status anxiety in modern Western societies.

Engaging TED talk by Richard Wilkinson, author of The Spirit Level: https://www.ted.com/talks/richard_wilkinson?language=en

TED talk by another engaging speaker, Alain de Botton, author of Status Anxiety: https://www.ted.com/talks/alain_de_botton_a_kinder_gentler_philosophy_of_success?language=en

Week 2: The new psychology of class

In this class I will cover a range of recent studies by social psychologists who have begun to investigate social class and status with new rigor and enthusiasm.

Essential readings:

Kraus, M. W., Piff, P. K., Mendoza-Denton, R., Rheinschmidt, M. L., & Keltner, D. (2012). Social class, solipsism, and contextualism: How the rich are different from the poor. *Psychological Review, 119,* 546–72. doi:10.1037/a0028756

Suggesting readings:

Francis, G. (2012). Evidence that publication bias contaminated studies relating social class and unethical behavior. *Proceedings of the National Academy of Sciences*, *109*, E1587–E1587. http://doi.org/10.1073/pnas.1203591109

Harden, K. P., Turkheimer, E., & Loehlin, J. C. (2007). Genotype by environment interaction in adolescents' cognitive aptitude. *Behavior Genetics*, *37*, 273–283. doi:10.1007/s10519-006-9113-4

Korndörfer, M., Egloff, B., & Schmukle, S. C. (2015). A large scale test of the effect of social class on prosocial behavior. *PLoS ONE*, *10*, 1–48. http://doi.org/10.1371/journal.pone.0133193

Kraus, M. W., & Keltner, D. (2009). Signs of socioeconomic status: A thin-slicing approach. *Psychological Science,* 20, 99–106. doi:10.1111/j.1467-9280.2008.02251.x

Kraus, M. W., & Mendes, W. B. (2014). Sartorial symbols of social class elicit class-consistent behavioral and physiological responses: A dyadic approach. *Journal of Experimental Psychology: General*, *143*, 2330–2340. doi:10.1017/CBO9781107415324.004

Kraus, M. W., Piff, P. K., & Keltner, D. (2009). Social class, sense of control, and social explanation. *Journal of Personality and Social Psychology*, *97*, 992–1004. doi:10.1037/a0016357

Mahalingam, R. (2003). Essentialism, Culture, and Power: Representations of Social Class. *Journal of Social Issues*, *59*, 733–749. doi:10.1046/j.0022-4537.2003.00087.x

Piff, P. K., Kraus, M. W., Côté, S., Cheng, B. H., & Keltner, D. (2010). Having less, giving more: The influence of social class on prosocial behavior. *Journal of Personality and Social Psychology, 99*, 771–84. doi:10.1037/a0020092

Piff, P. K., Stancato, D. M., Martinez, A. G., Kraus, M. W., & Keltner, D. (2012). Class, chaos, and the construction of community. *Journal of Personality and Social Psychology*, *103*, 949–62. doi:10.1037/a0029673

Trautmann, S., van de Kuilen, G., & Zeckhauser, R. J. (2013). Social Class and (Un) Ethical Behavior A Framework, With Evidence From a Large Population Sample. *Perspectives on Psychological Science*, *8*, 487–497. http://doi.org/10.1177/1745691613491272

Tucker-Drob, E. M., Rhemtulla, M., Harden, K. P., Turkheimer, E., & Fask, D. (2011). Emergence of a Gene x socioeconomic status interaction on infant mental ability between 10 months and 2 years. *Psychological Science*, *22*, 125–133. doi:10.1177/0956797610392926

Other bits:

Paul Piff: Does money make you mean? TED talk. This goes into some fascinating and novel experiments by a leading researcher in the field:
https://www.ted.com/talks/paul_piff_does_money_make_you_mean?language=en

Week 3: Education and cultural mismatch

Education is a key indicator of socio-economic status and is associated with numerous personal and socio-political outcomes. This week we look at the empirical evidence about the antecedents and consequences of education, and delve into theoretical perspectives linking psychological factors to inequalities in higher education.

Essential reading:

Stephens, N. M., Fryberg, S. A., Markus, H. R., Johnson, C. S., & Covarrubias, R. (2012). Unseen disadvantage: How American universities' focus on independence undermines the academic performance of first-generation college students. *Journal of Personality and Social Psychology*, *102*, 1178–97. doi:10.1037/a0027143

Suggested reading

Easterbrook, M. J., Kuppens, T., & Manstead, A. S. R. (2015). The Education Effect: Higher Educational Qualifications are Robustly Associated with Beneficial Personal and Socio-political Outcomes. *Social Indicators Research*. doi:10.1007/s11205-015-0946-1

Gleibs, I. H., Morton, T. A, Rabinovich, A., Haslam, S. A., & Helliwell, J. F. (2013). Unpacking the hedonic paradox: a dynamic analysis of the relationships between financial capital, social capital and life satisfaction. *The British Journal of Social Psychology*, *52*, 25–43. http://doi.org/10.1111/j.2044-8309.2011.02035.x

Markus, H. R., & Kitayama, S. (2010). Cultures and selves: A cycle of mutual constitution. *Perspectives on Psychological Science*, *5*, 420–430. http://doi.org/10.1177/1745691610375557

Snibbe, A. C., & Markus, H. R. (2005). You can't always get what you want: Educational attainment, agency, and choice. *Journal of Personality and Social Psychology*, *88*, 703–20. doi:10.1037/0022-3514.88.4.703

Stephens, N. M., Brannon, T. N., Markus, H. R., & Nelson, J. E. (2015). Feeling at home in college: Fortifying school-relevant selves to reduce social class disparities in higher education. *Social Issues and Policy Review*, *9*, 1–24. doi:10.1111/sipr.12008

Stephens, N. M., Markus, H. R., & Fryberg, S. A. (2012). Social class disparities in health and education: Reducing inequality by applying a sociocultural self model of behavior. *Psychological Review*, *119*, 723–44. http://doi.org/10.1037/a0029028

Stephens, N. M., Townsend, S. S. M., Markus, H. R., & Phillips, L. T. (2012). A cultural mismatch: Independent cultural norms produce greater increases in cortisol and more negative emotions among first-generation college students. *Journal of Experimental Social Psychology*, *48*, 1389–1393. doi:10.1016/j.jesp.2012.07.008

Week 4: Poverty and scarcity

There has been a flourish in research on scarcity and poverty in psychology recently, and a prominent new theory – scarcity theory – is taking centre stage. We review evidence and theory around the experience of poverty which generates some interesting conclusions.

Essential reading:

Mani, A., Mullainathan, S., Shafir, E., & Zhao, J. (2013). Poverty Impedes Cognitive Function. *Science*, *341*, 976–980. doi:10.1126/science.1238041

Shah, A. K., Mullainathan, S., & Shafir, E. (2012). Some consequences of having too little. *Science*, *338*, 682–685. doi:10.1126/science.1222426

Suggested reading:

Haushofer, J., & Fehr, E. (2014). On the psychology of poverty. *Science*, *344*, 862–7. doi:10.1126/science.1232491

McLoyd, V. C. (1998). Socioeconomic disadvantage and child development. *American Psychologist*, *53*, 185–204. doi:10.1037//0003-066X.53.2.185

Mullainathan, S., & Shafir, E. (2004). A Behavioral-Economics View of Poverty. *The American Economic Review, 2*, 419–423.

Shah, A. K., Shafir, E., & Mullainathan, S. (2015). Scarcity Frames Value. *Psychological Science*, *26*, 402–412. doi:10.1177/0956797614563958

Vohs, K. D. (2013). The poor's poor mental power. *Science*, *341*, 969–70. doi:10.1126/science.1244172

Other bits:

Living under scarcity TED talk by Eldar Shafir:
http://tedxtalks.ted.com/video/TEDxMidAtlantic-2011-Eldar-Shaf

Mullainathan, S., & Shafir, E. (2014). *Scarcity: The new science of having less and how it defines our lives.* New York: Picador. Popular science book outlining scarcity theory.

Two great books by George Orwell, who writes provocatively and personally about the experiences of poverty:

Orwell, G. (1937): The Road to Wigan Pier. London: Gollancz.

Orwell, G. (1933). Down and out in Paris and London. London: Gollancz.

Week 5: Power, money and status

This week we cover the psychology of power, money, and status. Although power and status often go together, scientists have managed to tease apart their antecedents and consequences, and have identified some interesting and important differences.

Essential readings:

Keltner, D., Gruenfeld, D. H., & Anderson, C. (2003). Power, Approach, and Inhibition, *110*, 265–284. http://doi.org/10.1037/0033-295X.110.2.265

Suggested readings:

Anicich, E. M., Fast, Nathanael, J., Halevy, N., & Galinsky, A. D. (2015). When the bases of social hierarchy collide: Power without status drives interpersonal conflict. *Organisational Science*.

Dubois, D., Rucker, D. D., & Galinsky, A. D. (2015). Social class, power, and selfishness: When and why upper and lower class individuals behave unethically. *Journal of Personality and Social Psychology*.

Fast, N. J., Halevy, N., & Galinsky, A. D. (2012). The destructive nature of power without status. *Journal of Experimental Social Psychology*, *48*, 391–394. doi:10.1016/j.jesp.2011.07.013

Fiske, S. (2010). Interpersonal stratification: Status, power, and subordination. In S. F. Fiske, D. T. Gilbert & G. Lindzey (Eds.), *Handbook of social psychology, Vol. 2*. (pp. 941 – 982). New Jersey: John Wiley & Sons. doi:10.1002/9780470561119.socpsy002026

Kraus, M. W., Chen, S., & Keltner, D. (2011). The power to be me: Power elevates self-concept consistency and authenticity. *Journal of Experimental Social Psychology*, *47*, 974–980. doi:10.1016/j.jesp.2011.03.017

Kuehn, M. M., Chen, S., & Gordon, A. M. (2015). Having a thicker skin: Social power buffers the negative effects of social rejection. *Social Psychological and Personality Science*, *6*, 701–709. doi:10.1177/1948550615580170

Magee, J. C., & Galinsky, A. D. (2008). Social hierarchy: The self-reinforcing nature of power and status. *The Academy of Management Annals*, *2*, 351–398. doi:10.1080/19416520802211628

Vohs, K. D., Mead, N. L., & Goode, M. R. (2006). The psychological consequences of money. *Science, 314*, 1154–6. doi:10.1126/science.1132491

Vohs, K. D., Mead, N. L., & Goode, M. R. (2008). Merely Activating the Concept of Money Changes Personal and Interpersonal Behavior. *Current Directions in Psychological Science*, *17*, 208–212. doi:10.1111/j.1467-8721.2008.00576.x

Week 6: Stigma and stereotypes

How do people view those who are rich, powerful, poor, and weak? What are the consequences of living in societies where status is a key indicator of social worth? We look at theories and evidence surrounding these questions.

Essential reading:

Croizet, J.-C., & Claire, T. (1998). Extending the concept of stereotype threat to social class: The intellectual underperformance of students from low socioeconomic backgrounds. *Personality and Social Psychology Bulletin*, *24*, 588–594. doi:10.1177/0146167298246003

Fiske, S. T. (2015). Intergroup biases: A focus on stereotype content. *Current Opinion in Behavioral Sciences*, *3*, 45–50. doi:10.1016/j.cobeha.2015.01.010

Suggested reading:

Brandt, M. J., Henry, P. J., & Wetherell, G. (2014). The relationship between authoritarianism and life satisfaction changes depending on stigmatized status. *Social Psychological and Personality Science*, *6*, 219–228. doi:10.1177/1948550614552728

Cikara, M., Farnsworth, R. A, Harris, L. T., & Fiske, S. T. (2010). On the wrong side of the trolley track: neural correlates of relative social valuation. *Social Cognitive and Affective Neuroscience*, *5*, 404–13. http://doi.org/10.1093/scan/nsq011

Cuddy, A. J. C., Fiske, S. T., & Glick, P. (2007). The BIAS map: behaviors from intergroup affect and stereotypes. *Journal of Personality and Social Psychology*, *92*, 631–48. http://doi.org/10.1037/0022-3514.92.4.631

Fragale, A. R., Overbeck, J. R., & Neale, M. A. (2011). Resources versus respect: Social judgments based on targets' power and status positions. *Journal of Experimental Social Psychology*, *47*, 767–775. doi:10.1016/j.jesp.2011.03.006

Hall, C. C., Zhao, J., & Shafir, E. (2014). Self-affirmation among the poor: Cognitive and behavioral implications. *Psychological Science*, *25*, 619–25. doi:10.1177/0956797613510949

Harris, L. T., & Fiske, S. T. (2006). Dehumanizing the lowest of the low: neuroimaging responses to extreme out-groups. *Psychological Science*, *17*, 847–53. http://doi.org/10.1111/j.1467-9280.2006.01793.x

Horwitz, S. R., & Dovidio, J. F. (2015). The rich-love them or hate them? Divergent implicit and explicit attitudes toward the wealthy. *Group Processes & Intergroup Relations*. doi:10.1177/1368430215596075

Kunstman, J. W., Plant, E. A., & Deska, J. C. (2016). White ≠ Poor: Whites Distance, Derogate, and Deny Low-Status Ingroup Members. *Personality and Social Psychology Bulletin*, *42*, 230–243. http://doi.org/10.1177/0146167215623270

Lott, B. (2002). Cognitive and behavioral distancing from the poor. *The American Psychologist, 57,* 100-110. http://doi.org/10.1037/0003-066X.57.2.100

Loughnan, S., Haslam, N., Sutton, R. M., & Spencer, B. (2013). Dehumanization and social class. *Social Psychology*, *1*, 1–8. http://doi.org/10.1027/1864-9335/a000159

Week 7: Societal structures and subjective identities

This week, we cover two important social psychological theories that suggest the societal context relates and influences people's reactions to status inequalities. We focus relative deprivation theory and social identity theory.

Essential reading:

Ellemers, N. (1993). The influence of socio- structural variables on identity management strategies. *European Journal of Social Psychology*, *4*, 27–57.

Suggested reading:

Ellemers, N., Doosje, B. J., Van Knippenberg, A., & Wilke, H. (1992). Status protection in high status minority groups. *European Journal of Social Psychology*, *22*, 123–140. http://doi.org/10.1002/ejsp.2420220203

Jetten, J., Iyer, A., Branscombe, N. R., & Zhang, A. (2013). How the disadvantaged appraise group-based exclusion: The path from legitimacy to illegitimacy. *European Review of Social Psychology*, *24*(1), 194–224. http://doi.org/10.1080/10463283.2013.840977

Jetten, J., Mols, F., & Postmes, T. (2015). Relative Deprivation and Relative Wealth Enhances Anti-Immigrant Sentiments: The V-Curve Re-Examined. *Plos One*, *10*, e0139156. doi:10.1371/journal.pone.0139156

Jetten, J., Schmitt, M. T., Branscombe, N. R., Garza, A. A., & Mewse, A. J. (2011). Group commitment in the face of discrimination: The role of legitimacy appraisals. *European Journal of Social Psychology*, *41*(1), 116–126. http://doi.org/10.1002/ejsp.743

Kuppens, T., Easterbrook, M. J., Spears, R., & Manstead, A. S. R. (2015). Life at Both Ends of the Ladder: Education-Based Identification and Its Association With Well-Being and Social Attitudes. *Personality & Social Psychology Bulletin*, 0146167215594122–. http://doi.org/10.1177/0146167215594122

Mummendey, A., Kessler, T., Klink, A., & Mielke, R. (1999). Strategies to cope with negative social identity: Predictions by social identity theory and relative deprivation theory. *Journal of Personality and Social Psychology*, *76*, 229–245.

Osborne, D., Sibley, C. G., Huo, Y. J., & Smith, H. J. (2015). Doubling-down on deprivation: Using latent profile analysis to evaluate an age-old assumption in relative deprivation theory. *European Journal of Social Psychology*, *45*, 482–495. http://doi.org/10.1002/ejsp.2099

Smith, H. J., & Pettigrew, T. F. (2014). The Subjective Interpretation of Inequality: A Model of the Relative Deprivation Experience. *Social and Personality Psychology Compass*, *8*, 755–765. http://doi.org/10.1111/spc3.12151

Smith, H. J., Pettigrew, T. F., Pippin, G. M., & Bialosiewicz, S. (2012). Relative Deprivation: A Theoretical and Meta-Analytic Review. *Personality and Social Psychology Review*, *16*, 203–232. doi:10.1177/1088868311430825

van Zomeren, M., Postmes, T., & Spears, R. (2008). Toward an integrative social identity model of collective action: a quantitative research synthesis of three socio-psychological perspectives. *Psychological Bulletin*, *134*(4), 504–535. http://doi.org/10.1037/0033-2909.134.4.504

Verkuyten, M., & Reijerse, A. (2008). Intergroup structure and identity management among ethnic minority and majority groups: The interactive effects of perceived stability, legitimacy, and permeability. *European Journal of Social Psychology*, *38*, 106–127. http://doi.org/10.1002/ejsp

Week 8: Glass ceilings and Queen Bees

Some recent innovative advances have advanced social psychological theories to address issues of gender inequality. This week we investigate the empirical evidence demonstrating glass ceilings, glass cliffs, and queen bees.

Essential reading:

Ellemers, N., Rink, F., Derks, B., & Ryan, M. K. (2012). Women in high places: When and why promoting women into top positions can harm them individually or as a group (and how to prevent this). *Research in Organizational Behavior*, *32*, 163–187. http://doi.org/10.1016/j.riob.2012.10.003

Suggested reading:

Ashby, M., Ryan, M. K., & Haslam, S. A. (2007). Legal work and the glass cliff: Evidence that women are preferentially selected to lead problematic cases. *William and Mary Journal of Women and the Law*, *13*, 775–794. http://doi.org/10.1525/sp.2007.54.1.23.

Derks, B., Van Laar, C., Ellemers, N., & de Groot, K. (2011). Gender-bias primes elicit queen-bee responses among senior policewomen. *Psychological Science*, *22*, 1243–1249. http://doi.org/10.1177/0956797611417258

Derks, B., van Laar, C., Ellemers, N., & Raghoe, G. (2015). Extending the queen bee effect: How Hindustani workers cope with disadvantage by distancing the self from the group. *Journal of Social Issues*, *71*(3), 476–496. http://doi.org/10.1111/josi.12124

Ellemers, N., Heuvel, H. Van Den, Gilder, D. De, Maass, A., & Bonvini, A. (2004). The underrepresentation of women in science: Differential commitment or the queen bee syndrome? *British Journal of Social Psychology*, 43, 315–338. http://doi.org/10.1348/0144666042037999

Haslam, S. A., & Ryan, M. K. (2008). The road to the glass cliff: Differences in the perceived suitability of men and women for leadership positions in succeeding and failing organizations. *The Leadership Quarterly*, *19*, 530–546. http://doi.org/10.1016/j.leaqua.2008.07.011

Ryan, M. K., & Haslam, S. A. (2005). The Glass Cliff: Evidence that women are over-represented in precarious leadership positions. *British Journal of Management*, *16*, 81–90. http://doi.org/10.1111/j.1467-8551.2005.00433.x

Ryan, M. K., Haslam, S. A., Hersby, M. D., & Bongiorno, R. (2011). Think crisis-think female: the glass cliff and contextual variation in the think manager-think male stereotype. *The Journal of Applied Psychology*, *96*, 470–484. http://doi.org/10.1037/a0022133

Ryan, M. K., Haslam, S. A., Morgenroth, T., Rink, F., Stoker, J., & Peters, K. (2015). Getting on top of the glass cliff: Reviewing a decade of evidence, explanations, and impact. *Leadership Quarterly*. doi:10.1016/j.leaqua.2015.10.008

Ryan, M. K., Haslam, S. A., & Kulich, C. (2010). Politics and the glass cliff: Evidence that women are preferentially selected to contest hard-to-win seats. *Psychology of Women Quarterly*, *34*, 56–64. http://doi.org/10.1111/j.1471-6402.2009.01541.x

Other bits:

TED talk by Michelle Ryan, pioneer of the glass cliff research:
https://www.youtube.com/watch?v=79tRTivyMSM

Week 9: Dominance and system justification

Social dominance theory and system justification theory deal explicitly with group-based inequality. Both theories are influential yet controversial, and have zealous proponents and fierce critics. We evaluate some of the empirical research and theoretical standpoints relating to both SDO and SJT.

Essential reading:

Sidanius, J., & Pratto, F. (2001). Social dominance theory: A new synthesis. In *Social dominance: An intergroup theory of social hierarchy and oppression of social hierarchy and oppression* (pp. 31-58). Cambridge: Cambridge University Press. Available on the University of Sussex online library.

Jost, J. T., & Banaji, M. R. (1994). The role of stereotyping in system-justification and the production of false consciousness. *British Journal of Social Psychology*, *33*, 1–27. http://doi.org/10.1111/j.2044-8309.1994.tb01008.x

Suggested reading:

Brandt, M. J. (2013). Do the disadvantaged legitimize the social system? A large-scale test of the status–legitimacy hypothesis. *Journal of Personality and Social Psychology*, *104*(5), 765–785. http://doi.org/10.1037/a0031751

Jost, J. T., & Hunyady, O. (2005). Antecedents and consequences of system-justifying ideologies. *Current Directions in Psychological Science*, *14*, 260–265. http://doi.org/10.1111/j.0963-7214.2005.00377.x

Sidanius, J., & Pratto, F. (2001). "Let's both agree that you're really stupid". In *Social dominance: An intergroup theory of social hierarchy and oppression of social hierarchy and oppression* (pp. 103–125). Cambridge: Cambridge University Press. Available on the University of Sussex online library.

Turner, J. C., & Reynolds, K. J. (2003). Why social dominance theory has been falsified. *The British Journal of Social Psychology, 42*, 199–206. http://doi.org/10.1348/014466603322127184

Week 10: Interventions

There has been a recent flourish in social psychological interventions that tackle group-based inequality, many of which are short and simple, to the point of being almost magical. This week we review some of these, discuss how they work, before we try to design some of our own. This is a very interactive and applied class that aims to draw your attention to the positive and hopeful messages that psychological research into inequality can produce.

We have covered almost all of the processes through which these interventions work, so this week also gives you a chance to recap and revise.

Essential reading:

Walton, G. M. (2014). The new science of wise psychological interventions. *Current Directions in Psychological Science*, *23*, 73–82. doi:10.1177/0963721413512856

Suggested reading:

Cohen, G. L., & Sherman, D. K. (2014). The psychology of change: self-affirmation and social psychological intervention. *Annual Review of Psychology*, *65*, 333–71. doi:10.1146/annurev-psych-010213-115137

Yeager, D. S., & Walton, G. M. (2011). Social-psychological interventions in education: They're not magic. *Review of Educational Research*, *81*, 267–301. doi:10.3102/0034654311405999

Week 11: Interventions, essay writing and the exam

This week I will be giving you more information about the seen exam, and some tips for essay writing.

Week 12: Revision

This week is reserved for revision. I will be around to answer any questions you may have.