Instructor: Carol T. Miller

Goals: The main goal of this course is to provide a solid foundation for understanding and conducting research on prejudice. It should help students hone their abilities to thoughtfully critique theory and research, and to apply research findings to consideration of chronic and acute social issues arising from prejudice.

Course Expectations

Class participation and discussion questions. Your active and thoughtful participation is critical to the success of the course. This requires thoughtfully reading assignments prior to class and making notes of questions, reactions, and comments so that you are prepared to engage in discussion of the articles. I expect you to attend all classes and to participate in offering comments, raising questions, and responding to others. To encourage this process, students are required to post one written question or comment on the course Blackboard site. This contribution, which will be based on your reactions to the readings should be designed to stimulate class discussion. 33% of the course grade is based on your participation and preparation, as reflected in your questions.

Leading class discussion. Students will be responsible for presenting and leading a discussion about an empirical article related to one of the course topics. Because everyone will have read the study, the emphasis of this activity should be on stimulating and leading discussion of the article, not providing a detailed summary of the article. In general, the student-led discussion will occur during the last hour of our class meeting. However, should our discussion lead us to a point where the empirical article assigned for the student-led discussion is extremely relevant, we may take it up at that time rather than disrupt the flow of our thoughts. We would do this only if the student presenters agree to this change in order. The student–led presentation/discussions constitute 33% of the course grade.

Activity to show mastery of material.

Each student will identify a skill(s) which he/she wishes to develop this semester. Skill areas may include, but are not limited to, communication, course design, applications of research to practical problems, critiquing research, critical thinking, grant writing, research design, research mentoring, integration/synthesis of research, reviewing a research area, public policy analysis, and theory development. Students will prepare a brief (no more than 1 page) proposal outlining an individualized plan to produce a written product (e.g., grant proposal, review paper, course material) that will help them to develop the skills they
identified as important. This plan must include a description of how the activity being proposed will demonstrate mastery of course material. Proposals are due Sept. 20. Bring copies for everyone in class. On Sept 27 fellow students and I will provide feedback on proposals. Your performance on this activity will count 33% toward your grade.

**READINGS**

*Note: The empirical articles are subject to change as I refine the list. I will notify you by email if I make a change.*

Aug 30 Introduction

**Textbook:**


*Note: Readings with the authors’ names in italics are from the textbook. All other readings are available under the “syllabus” heading of the course Blackboard site.*

Sept. 6

**Measures and Shifting Standards: With an application to discrimination cases**

*M.A. Olson*, Measures of Prejudice.

*M. Biernat*, Stereotypes and Shifting Standards.


Sept. 13 Perpetrators and Targets: Intergroup Threat and Social Identity Threat


**Sept. 20 Anti-Fat Prejudice and Entititiivity in Prejudice**

*C.S. Crandall, A. Nierman, M. Hebl*, Anti-fat Prejudice.


**Sept. 27 Automaticity and Control of Prejudice**


Oct. 4

Changing Prejudiced Responses


Oct. 11 Power and attributions to prejudice


B. Major, P.J. Sawyer, Attributions to Discrimination: Antecedents and Consequences.


Oct. 18 Racism and Sexism

M. Zaraté, Racism in the 21st Century.

J.K. Swim, L.L. Hyers, Sexism.

Oct 25 Accuracy of stereotypes and interaction spirals


J. Crocker, J.A. Garcia, Downward and Upward Spirals in Intergroup Interactions: The Role of Egosystem and Ecosystem Goals.


**Nov. 8 Event-related potentials and fMRI**


**Nov. 15 Ageism and sexual prejudice**


*G.M. Herek*, Sexual Prejudice.

**Nov. 29**


**Formation of Prejudice.** *S. Levy, J.M. Hughes*, Development of Racial and Ethnic Prejudice Among Children.


Dec 6 Emotional components of prejudice: Terror management and intergroup emotions
