The Social Psychology of Prejudice and Stigma Fall 2015
PSYS 390C

Instructor: Carol T. Miller
Office Hours: By appointment

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 33% of final grade. 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.

Leading class discussion 33% of final grade. Students will be responsible for presenting and leading a discussion about an empirical article related to two 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.

Activity to show mastery of material (33% of final grade).
Each student will identify a skill(s) that 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 Oct. 5. Send electronic copies for everyone in class. On Oct. 12 fellow students and I will provide feedback on proposals. Your final product will be a maximum 12-page paper (excluding references) that carries out your proposed plan.
These are due Nov. 28 (electronic copy to everyone in class) with group
discussion and reflection of the projects on Dec. 9.

**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:

Nelson, Todd D. (Ed.) (2015). *Handbook of prejudice, stereotyping, and

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. 14 Overview

Chapter 1. A study of stereotyping, prejudice, and discrimination within social
psychology: A quick history of theory and research *Charles Stangor.*

Chapter 9. The role of intentions in conceptions of prejudice: An historical
perspective *Patrick S. Forscher and Patricia G. Devine.*

integrative framework. *American Psychologist, 47*(10), 1182.

Sept. 21 Stereotypes are overgeneralized inaccurate beliefs about a group
– NOT!

Chapter 2. Stereotype accuracy: One of the largest and most replicable effects in
all of social psychology *Lee Jussim, Jarret T. Crawford, Stephanie M.
Anglin, John R. Chambers, Sean T. Stevens, and Florette Cohen*

Diekman, A. B., Eagly, A. H., & Kulesa, P. (2002). Accuracy and bias in
stereotypes about the social and political attitudes of women and men.

of the accuracy of gender stereotypes. *Journal of Personality and Social
Psychology, 66*(1), 21-36.
Sept. 28 Intergroup Threat and Social Identity Threat

Chapter 4. Stereotype threat Jenessa Shapiro, Joshua Aronson, and Matthew S. McGlone


Oct 5 Specific targets of prejudice

Chapter 15. The social psychology of sexual prejudice Gregory M. Herek.


Oct. 2 Consequences of prejudice for targets and perpetrators

Chapter 3. Upward and downward spirals intergroup interactions: Compassionate goals and transcending the ego Julie A. Garcia & Jennifer Crocker.

Schmitt, M. T., Branscombe, N. R., Postmes, T., & Garcia, A. (2014). The consequences of perceived discrimination for psychological well-being:


Oct. 19 Attributions to prejudice

Chapter 8. Attributions to discrimination: Antecedents and consequences *Brenda Major and Tessa L. Dover*

Chapter 7. Measures of prejudice *Michael A. Olson and Kevin L. Zabel*


Oct 26 Emotional components of prejudice: Terror management and intergroup emotions


**Nov. 2 Event-related potentials and fMRI**

Chapter 11. You were always on my mind: How event-related potentials inform impression formation research *Jennifer T. Kubota and Tiffany A. Ito.*

Chapter 12. Insights from functional magnetic resonance imaging research on race *Jennifer T. Kubota and Elizabeth A. Phelps.*


**Nov. 9**

**Reducing Prejudice Part I**

Understanding and reducing interpersonal discrimination in the workplace *Mikki Hebl, Enrica Ruggs, Larry Martinez, Rachel Trump, and Christine Nittrouer.*

A common ingroup identity: Categorization, identity, and intergroup relations *Samuel L. Gaertner, John F. Dovidio, Rita Guerra, Eric Hehman, and Tamar Saguy.*


**Nov. 16 Reducing Prejudice Part II**

Chapter 17. The self-regulation of prejudice *Margo J. Monteith, Laura R. Parker, and Mason D. Burns.*

Chapter 19 Understanding and reducing racial and ethnic prejudice among children and adolescents *Sheri R. Levy, Ashley Lytle, Jiyun Elizabeth Shin, and Julie Milligan Hughes.*


**Nov. 30 Future Directions**

Chapter 20. The future of research on prejudice, stereotyping, and discrimination *Susan T. Fiske, Lasana T. Harris, Tiane L. Lee, and Ann Marie Russell.*


**Other readings to consider**


