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Psychology G4610  
The Psychology of Stereotyping & Prejudice  
Fall, 2007  
Class Hours: F 2:10-4:00

Instructor: Steven Stroessner  
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**Overview.**

The seminar will review current literature from experimental social psychology pertaining to stereotyping and prejudice. Issues that will be covered include the functions and costs of stereotyping, the formation and maintenance of stereotypes, and stereotype change. Recent research concerning the role of cognitive, affective, and motivational processes in intergroup perception will be emphasized.

**Readings.**

Readings are available online through the CourseWorks website.

**Grading.**

Discussion Questions	15%
Discussion Leadership	20%
Participation	25%
Classroom Presentation	15%
Term Paper	25%

**Discussion Questions.** Participants must read each set of readings prior to the class meeting. For each of the readings, participants will be expected to submit a set of discussion questions to the Discussion Board on CourseWorks. Questions for each week's readings will be due no later than 10 p.m. on the Wednesday preceding the class meeting. This due date will give the discussion leaders all day Thursday and Friday morning to organize their plans for the discussion, taking into account the questions and issues raised by the other participants. Your questions must reflect thoughtful analysis of the issues presented in the readings and should be neither overly general and vague (e.g., "What is prejudice, really?") nor limited to small or generic details (e.g., "Did they have adequate statistical power in that study?").

Examples of good questions include questions addressing critical features of presented theories or studies (including critiques), questions addressing the relationships between different readings (within or between different class meetings), questions regarding the implications of the readings for "real world" issues or other issues in social psychology, or questions proposing novel theories or insights. Obviously, this is not a comprehensive listing of all possible good question types. Most important is that the questions reflect thoughtful analysis of the assigned reading and are capable of generating discussion.

**Discussion Leadership.** During the organizational meeting, each person will sign up

to be a co-leader for two of the seminar meetings. Leaders will be responsible for planning the discussion of each week's set of readings. With the help of the other participants' discussion questions, leaders must identify the core issues and organize them into a logical sequence of topics for group discussion and debate. As discussion leaders, it is not necessarily your responsibility to explain the readings to others or review the important points of each paper. Instead, your job is to provide some initial framework that seems sensible for discussing the topic and to guide discussion from that point forward. Perhaps you might begin by presenting an initial framework to highlight common (or divergent) themes that run throughout the readings. Or you might choose to highlight differences in the questions, methods, and conclusions contained in the different readings. There are no right or wrong ways to do this. However, your primary responsibility is to insure that the class discussion must cover both broad theoretical concerns as well as analysis of specific experiments. The final period of each discussion should focus on identifying issues for future research, including brainstorming about possible experiments that could be done to address these issues. The goal is to provide structure and direction for fellow students during discussion.

**Participation.** Participants are expected to ask questions, express opinions, draw linkages among papers, develop new ideas, etc. Attendance only is insufficient for full credit.

**Term Paper and Presentation.** Participants in the seminar will complete an independent research project that will be the basis of a term paper (typically, 15-20 pages in length) and a classroom presentation. The paper should take the form of a proposal for an experimental investigation of any aspect of the lecture material or readings. The experiment should involve the manipulation of either two or three independent variables (no more, no fewer). The proposal should contain a terse but cogent introduction (the problem, relevant research, the hypotheses) and a detailed method section (how variables are to be operationalized, how relevant dependent measures are to be collected). You are then to provide a brief description of the expected results and their implications. Papers must be written in accordance with the APA Publication Manual (5th Edition), and should be 15-20 pages long. The paper is due on December 10th.

You will need to receive my explicit approval before initiating any such project. A one-page description of your topic will be due on October 26th. Please provide some preliminary details of your research question and plan. You will need to list at least three references that you have obtained that are relevant to your proposed topic. This will help me in providing you with additional references and/or feedback. **FINAL TERM PAPERS WILL NOT BE ACCEPTED IF A PAPER PROPOSAL WAS NOT SUBMITTED AND APPROVED.**

The results of the independent research projects will be presented in the seminar meetings on November 30th and December 7th. Each person will speak for approximately 10-15 minutes (depending on the number of participants in the seminar).

**Schedule, Fall 2007**  
**Readings**

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
9/7	Organization and Introduction	
9/14	The Development of Stereotypes	Aboud (2003); Baron & Banaji (2006); Hoover & Fishbein (1999); Nesdale, Durkin, Maass, & Griffiths (2005)
9/21	The Content of Stereotypes	Devos & Banaji (2005); Fiske, Cuddy, Glick, & Xu (2002); Sherman (1996)
9/28	Consequences of Stereotyping: Stereotypes and the Perceiver	Green et al. (2007); Correll, et al. (2007); Mussweiler & Förster (2000)
10/5	Consequences of Stereotyping: Prejudice and the Perceived	Mendoza-Denton et al. (2002); Schmader & Johns (2003); Shelton, Richeson, & Salvatore (2005)
10/12		No Seminar
10/19	Which Stereotype?: Categorization Processes	Livingston & Brewer (2002); Stroessner et al. (under review); Wittenbrink, Hilton, & Gist (1998)
10/26	Trying to Control Stereotypes	Monteith, Ashburn-Nardo, Voils, & Czopp (2002); Sassenberg & Moskowitz (2005); Wyer, Sherman, & Stroessner (2000)
11/2	Stereotype Efficiency: Why the Habit Persists	Bodenhausen (1990); Macrae, Milne, & Bodenhausen (1994); Sherman, Lee, Bessenoff, & Frost (1998)
11/9	Motivational Factors: Making Things Better and Worse	Fein & Spencer (1997); Galinsky & Moskowitz (2000); Sherman, Stroessner, Conrey, & Ozam (2005); Sinclair, Lowery, Hardin & Colangelo (2005)
11/16	Changing Stereotypes and Reducing Prejudice	Chun & Kruglanski (2006); Plant, Peruche, & Butz (2005); Wolsko, Park, Judd, & Bachelor (2003)
11/23		No Seminar
11/30 & 12/7		Individual Presentations
12/10		Term Paper Due

## Bibliography

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