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 ensure 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).
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/7</td>
<td>Organization and Introduction</td>
<td>Aboud (2003); Baron &amp; Banaji (2006); Hoover &amp; Fishbein (1999); Nesdale, Durkin, Maass, &amp; Griffiths (2005)</td>
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<tr>
<td>9/14</td>
<td>The Development of Stereotypes</td>
<td>Devos &amp; Banaji (2005); Fiske, Cuddy, Glick, &amp; Xu (2002); Sherman (1996)</td>
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<tr>
<td>9/21</td>
<td>The Content of Stereotypes</td>
<td>Green et al. (2007); Correll, et al. (2007); Mussweiler &amp; Förster (2000)</td>
</tr>
<tr>
<td>9/28</td>
<td>Consequences of Stereotyping: Stereotypes and the Perceiver</td>
<td>Mendoza-Denton et al. (2002); Schmader &amp; Johns (2003); Shelton, Richeson, &amp; Salvatore (2005)</td>
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<tr>
<td>10/5</td>
<td>Consequences of Stereotyping: Prejudice and the Perceiver</td>
<td>No Seminar</td>
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<tr>
<td>10/12</td>
<td>Which Stereotype?: Categorization Processes</td>
<td>Livingston &amp; Brewer (2002); Stroessner et al. (under review); Wittenbrink, Hilton, &amp; Gist (1998)</td>
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<tr>
<td>10/19</td>
<td>Trying to Control Stereotypes</td>
<td>Monteith, Ashburn-Nardo, Voils, &amp; Czopp (2002); Sassenberg &amp; Moskowitz (2005); Wyer, Sherman, &amp; Stroessner (2000)</td>
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<td>11/23</td>
<td>No Seminar</td>
<td>No Seminar</td>
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<tr>
<td>11/30 &amp; 12/7</td>
<td>Individual Presentations</td>
<td>No Seminar</td>
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<tr>
<td>12/10</td>
<td>Term Paper Due</td>
<td>Term Paper Due</td>
</tr>
</tbody>
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**Bibliography**


