Course objectives
This course is designed to give you broad knowledge about prejudice, stereotyping, social identity, and intergroup relations from a social psychological perspective, so that you can work with diverse populations in terms of your research and practice. We will use a broad definition of social groups, although particular attention will be given to race/ethnicity, gender, sexual orientation, mental illness, and aging.

The syllabus is organized around four critical questions:
1. What motivations in individuals create or accentuate prejudice and stereotypes toward others? Here we will discuss the role of threat, social identity, values, and ideology.
2. What cognitive processes also create or accentuate prejudice and stereotypes via a different route? Here we will discuss the role of categorization and implicit associations.
3. What interventions are known to reduce group-based bias? We will discuss research on intergroup contact, media exposure, perspective-taking, and interpersonal confrontation.
4. What is the experience of negatively stereotyped individuals who are at the receiving end of bias in terms of their health, self-esteem, memory and performance, self-objectification, mortality, and psychological resilience? Here we will focus on race, gender, mental illness, aging, and HIV status.

All readings for this course are rooted in basic psychological research on intergroup relations in order to ensure that our understanding of groups, culture, and their effects on social behavior is grounded in scientific theory and empirical evidence. Our class discussions will have two equally important goals: (1) to discuss, critique, and evaluate the scientific merit of this research; and (2) to apply this research to real world social problems and possible interventions (e.g., intergroup conflict, achievement gaps, health, clinical interventions, and therapeutic relationships). Your final research paper for the course should be designed around your own research and/or clinical interests.

Requirements

• Discussion questions: In order for all of us to get the most out of each class meeting, it is important that we all do the reading ahead of time, and spend some time thinking critically about the issues raised in the readings. In order to facilitate this type of critical thinking and promote class discussion, I would like each of you to generate one discussion question once a week based on that week’s reading. You’ll either write a question for the Monday class meeting or the Wednesday class meeting. For more details, look at each class meeting later in the syllabus where I specify which group of students will write discussion questions for which class meeting. If your last name begins with A-L you’re in Group 1, if your last name begins with M-Z you’re in Group 2.
One of you will be the discussion leader every class starting Feb 2. In order to get all of us to think about the readings ahead of time, one discussion question based on each week’s readings should be submitted to the discussion leader and me via e-mail every Sunday and Tuesday evening by 8:00 PM. The discussion leader will be responsible for organizing the questions thematically, adding his/her own, circulating the organized list to the rest of the class via email, and leading class discussion the next day. The discussion leader will also bring hardcopies of the list of questions to class for everybody. (10% of your final grade).

- **Class participation:** is required every week. The goal of class discussion is to integrate and critically evaluate the readings, identify unresolved questions and ideas, and evaluate the implications of the research for real world outcomes—e.g., clinical interventions, therapeutic relationships, achievement and performance, etc.. I will evaluate not only the quantity of class participation, but rather the **quality of ideas** raised by each of you. If for any reason you are not able to attend a class meeting, please let me know ahead of time. (10% of your grade)

- **Short papers** (3 total, 3 double-spaced pages): each paper should be based on one of the articles you read in class or you may also integrate multiple readings. Your paper should: (a) raise an issue left unresolved by the article(s) you read or point out a flaw in the paper, (b) explain why this problem is important, and (c) propose a study that will fix this problem. These papers should be submitted to me on Feb 9, March 9, and March 30, with no more than one paper covering a single topic. To prevent me from being unintentionally biased, please don’t put your name on the front of your paper; put it on the back so that I can grade the paper without knowing who wrote it. You may revise these papers if you want to improve your grade. All revisions must be submitted by the last day of class. (15% per paper for a total of 45% of your grade)

- **End-of-term research paper:** should be a detailed research proposal with: (a) an abstract that briefly lays out the main thesis of the paper, the planned study, and expected results; (b) an introduction that defines the research question and reviews related literature; (c) a methods section that proposes an original study to answer the research question, (d) a results section that systematically lays out the predicted findings, and (e) a discussion section that links the proposed study to bigger implications about stereotyping and prejudice. Ideally, this research paper should be a project that you are interested in conducting in the future (35% of the grade)

  Due wed, Feb 25: 2-page write-up of your paper topic. Include your main research question, planned experiment, and references.

  Due mon, April 13: Complete first draft of your final paper.

  Due fri, May 15: Final version of your final paper.

**Readings**

Readings are available electronically through e-reserves at DuBois Library with one exception—I will email you the chapters from Allport (1954).

**Academic honesty**

All students are expected to adhere scrupulously to the University policy concerning academic honesty. For more information on the University's academic honesty policy, please visit the following website: [www.umass.edu/dean_students/codeofconduct/acad honesty](http://www.umass.edu/dean_students/codeofconduct/acadhonesty)
Readings

Mon Jan 26: Introductions and logistics

Wed Jan 28: snow (class canceled)

Motivations that promote prejudice and stereotypes

Mon Feb 2: Frustration motivates prejudice


Wed Feb 4: Frustration (cont’d) and ego threat motivate prejudice


Mon Feb 9: Symbolic and realistic threats motivate prejudice

First 3-page paper due today


Wed Feb 11: Ambivalent values motivate prejudice


Mon Feb 16: No class (President’s day)

Wed Feb 18: Justifying and legitimizing ideologies motivate prejudice


Mon Feb 23: Justifying and legitimizing ideologies motivate prejudice (cont’d)


Wed Feb 25: Social identity and identity threat

2-page proposal of your final paper due today (topic, main thesis, and references)


Mon Mar 2: Social categorization as the origin of stereotypes.


Wed Mar 4: Social categorization as the origin of stereotypes (cont’d).


Mon Mar 9: Implicit prejudice and stereotypes

Second 3-page paper due today


Wed Mar 11: Factors that increase implicit prejudice


Mon Mar 23: The relation between implicit prejudice and behavior


Wed Mar 25: The relation between implicit prejudice and behavior (cont’d)


Interventions designed to reduce cultural stereotypes and prejudice

Mon Mar 30: Prejudice reduction interventions

Third 3-page paper due today


Wed Apr 1: Prejudice reduction interventions (cont’d)


Mon Apr 6: Prejudice reduction interventions (cont’d)


How stereotypes about group difference affect members of stigmatized groups

Wed Apr 8: Stigma and self-concept


**Mon Apr 13: Mental health stigma and self-concept**

Full draft of final paper due: abstract, introduction, methods, expected results, discussion


**Wed Apr 15: Stigma and psychological resilience**


**Mon Apr 20: no class (Patriot’s day)**

**Tue Apr 21 (mon schedule): The effect of social identity on the self – the case of race and performance**


**Wed Apr 22: Effect of social identity on self – the case of race and health**


Mon Apr 27: Effect of social identity on the self – the case of gender


Wed Apr 29: Effect of social identity on the self – the case of aging


Mon May 4: Effect of social identity on the self – the case of sexuality


Wed May 6: Effect of social identity on the self – the case of mental illness


Mon May 11: wrap-up

Final version of your end-of-term paper due on Friday May 15