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. 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 create or accentuate prejudice and stereotypes? We will discuss the role of threat, social identity, values, and ideology.
2. What cognitive processes create or accentuate prejudice and stereotypes? 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, performance, self-objectification, mortality, and psychological resilience? Here we will focus on race, gender, and aging.

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., structural inequalities, 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, I would like all of us to 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 per class meeting based on that week’s reading. We’ll talk about the details in class. One of you will be the discussion leader every class. Please email your question to the discussion leader and me via e-mail every Sunday and Thursday 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 Oct 5, Oct 23, and Nov 2, with no more than one paper covering a single topic. 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 Friday December 4. (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 method 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)

  Tue, Oct 13: 2-page proposal of your paper topic. Include your main research question, planned experiment, and references.
  Mon, Nov 16: Complete draft of your final paper.
  Fri, Dec 18: Final version of your final paper.

**Readings**

Readings are available electronically through moodle. If you log into our course page in moodle, you will be able to see a “UMass Libraries” link in the bottom right hand corner of the screen. If you click on it you will see hyperlinks to most readings for this course. A few additional readings will be available in weekly section within moodle.

**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: http://www.umass.edu/dean_students/codeofconduct
Readings

Fri Sep 11: Introductions and logistics

Motivations that create bias

Mon Sep 14: Theories of intergroup threats and prejudice


Fri Sep 18: How realistic and symbolic threats influence prejudice and stereotypes


Mon Sep 21: How realistic and self-image threat influence prejudice and stereotypes


Fri Sep 25: No class (I’m at a conference)

Mon Sep 28: Social identity theory and what it says about prejudice and stereotypes


**Fri Oct 2: How value threat influences prejudice and stereotypes**


**Mon Oct 5: How status quo ideologies influence prejudice and stereotypes**

First 3-page paper due today


**Fri Oct 9: How status quo ideologies influence prejudice and stereotypes (cont’d)**


**Cognitive processes that create bias**

**Tues Oct 13: (Monday schedule): Cognitive origins of prejudice and stereotypes**

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


Fri Oct 16: Cognitive origins of implicit bias


Mon Oct 19: Relation between implicit bias and behavior #1


Fri Oct 23: Relation between implicit bias and behavior #2

Second 3-page paper due today


Mon Oct 26: Psychological factors that increase implicit bias


Interventions that reduce bias

Fri Oct 30: Prejudice reduction interventions #1


Mon Nov 2: Prejudice reduction interventions #2

**Third 3-page paper due today**


Fri Nov 6: Prejudice reduction interventions #3


The impact of stereotypes on the recipient

Mon Nov 9: Effect of stereotypes on the recipient (stigma)


Fri Nov 13: Stigma and psychological resilience

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


Mon Nov 16: Effect of stigma on academic performance


Fri Nov 20: Effect of stigma on health #1


Mon Nov 23: No class (I’m away for work)
Fri Nov 27: No class (Thanksgiving break)

Mon Nov 30: Effect of stigma on health #2


Fri Dec 4: Effect of stigma on self-image

Revisions of all short papers are due today


Mon Dec 7: Effect of stigma on aging


**Fri Dec 11: Spill-over, wrap-up, and course evaluations**

Final version of your end-of-term paper is due on Monday December 14.