

**COURSE APPROVAL DOCUMENT**  
Southeast Missouri State University

**Department:** Psychology  
**Title of Course:** Psychology of Stereotyping and Prejudice

**Course No.:** PY 657  
**Date:** 8/15/2015

Please check:  **NEW**  
 Revision

**I. Catalog Description (Credit Hours of Course):**

Seminar focused on social psychological research on stereotyping, prejudice, and discrimination. (3 credit hours)

**II. Co- or Prerequisite(s):**

None

**III. Purposes or Objectives of the Course (optional):**

- 1) To provide a broad overview of social psychological research on stereotyping, prejudice, and discrimination, from classic theories to contemporary research.
- 2) To familiarize students with how social psychologists who study stereotyping and prejudice think, how they conduct research, and what the results of the research mean.
- 3) To help students develop numerous skills, including critical analysis, integration, writing, and oral presentation.
- 4) To enable students to critically analyze real-world situations in terms of social psychological ideas and principles that have emerged from prejudice research.

**IV. Student Learning Outcomes (Minimum of 3):**

- 1) Compare theories and approaches within the social psychological study of stereotypes, prejudice, and discrimination.
- 2) Describe and discuss important constructs in prejudice research (e.g., implicit attitudes, social categorization, motivation to control prejudiced responding, illusory correlation, etc.).
- 3) Apply an empirical approach in writing a research paper using American Psychological Association (APA) style and deliver a presentation based on that paper.

**V. Optional departmental/college requirements:**

N/A

**VI. Course Content or Outline (Indicate number of class hours per unit or section):**

- A. Overview of the Study of Stereotyping, Prejudice, and Discrimination (2 class hours)
- B. Overview of Scale Development (1 class hour)
- C. Development of Racial and Ethnic Prejudice among Children (2 class hours)
- D. Intergroup Threat Theory (1 class hour)
- E. Automaticity and Control in Stereotyping and Prejudice (3 class hours)
- F. Attributions to Discrimination: Antecedents and Consequences (1 class hour)
- G. Controlling Prejudice and Stereotyping (2 class hours)
- H. Stereotype and Social Identity Threat (3 class hours)
- I. The Role of Entitativity in Stereotyping (1 class hour)
- J. The Accuracy of Stereotypes (2 class hours)
- K. The Stereotypic Behaviors of the Powerful and Their Effect on the Relatively Powerless (1 class hour)
- L. Malleability of Implicit Prejudice and Stereotypes (2 class hours)
- M. Intergroup Emotions Theory (1 class hour)
- N. Terror Management Theory (2 class hours)
- O. Neuroimaging in Stereotyping and Prejudice Research: ERPs and fMRIs (3 class hours)
- P. Measures of Prejudice (3 class hours)
- Q. Racism in the 21<sup>st</sup> Century (3 class hours)
- R. Sexism (3 class hours)
- S. Sexual Prejudice (3 class hours)
- T. Ageism (2 class hours)
- U. Anti-Fat Prejudice (1 class hour)
- V. Strategies for Reducing Prejudice (2 class hours)
- W. The Future of Research on Prejudice, Stereotyping, and Discrimination (1 class hour)

Please Attach copy of class syllabus and schedule as an example

Signature: \_\_\_\_\_  
Chair

Date: \_\_\_\_\_

Signature: \_\_\_\_\_  
Dean

Date: \_\_\_\_\_

## PY 657 – PSYCHOLOGY OF STEREOTYPING & PREJUDICE

Section 001  
Southeast Missouri State University  
Fall 2016

Professor: Jeremy D. Heider, Ph.D.  
Class Location: SC 413  
Meeting Times: MWF 10:00-10:50  
Credit Hours: 3  
Department: Psychology (SC 404)  
Office Location: SC 414  
Office Hours: TR 8:30-10:00; or by appointment  
Phone Number: (573) 651-2437  
E-mail: [jheider@semo.edu](mailto:jheider@semo.edu)

### **Texts & Materials:**

#### ***Texts:***

Nelson, T. D. (Ed.) (2009). *Handbook of prejudice, stereotyping, and discrimination*. New York: Psychology Press.  
Griffin, J. H. (1996). *Black like me* (35<sup>th</sup> anniversary ed.). New York: Signet.

#### ***Required Readings:***

- Cheryan, S., & Bodenhausen, G. V. (2000). When positive stereotypes threaten intellectual performance: The psychological hazards of “model minority” status. *Psychological Science, 11*, 399-402. [Chapter 8]
- Cuddy, A. J. C., Norton, M. I., & Fiske, S. T. (2005). This old stereotype: The pervasiveness and persistence the elderly stereotype. *Journal of Social Issues, 61*, 267-285. [Chapter 21]
- Cunningham, W. A., Johnson, M. K., Raye, C. L., Gatenby, J. C., Gore, J. C., & Banaji, M. R. (2004). Separable neural components in the processing of Black and White faces. *Psychological Science, 15*, 806-813. [Chapter 17]
- Dasgupta, N., & Asgari, S. (2004). Seeing is believing: Exposure to counterstereotypic women leaders and its effect on automatic gender stereotyping. *Journal of Experimental Social Psychology, 40*, 642-658. [Chapter 6]
- Dasgupta, N., & Rivera, L. M. (2008). When social context matters: The influence of long-term contact and short-term exposure to admired outgroup members on implicit attitudes and behavioral intentions. *Social Cognition, 26*, 54-66. [Chapter 13]
- Dunham, Y., Baron, A. S., & Banaji, M. R. (2006). From American city to Japanese village: A cross-cultural investigation of implicit race attitudes. *Child Development, 77*, 1268-1281. [Chapter 2]
- Edlund, J. E., & Heider, J. D. (2008). The relationship between modern and implicit prejudice. In Morrison, M. A., & Morrison, T. G. (Eds.), *The psychology of modern prejudice* (pp. 77-92). Hauppauge, NY: Nova Science Publishers. [Chapter 18]
- Eyssel, F., & Bohnet, G. (2007). [The rating of sexist humor under time pressure as an indicator of spontaneous sexist attitudes](#). *Sex Roles, 57*, 651-660. [Chapter 20]
- Gordijn, E. H., Yzerbyt, V., Wigboldus, D., & Dumont, M. (2006). Emotional reactions to harmful intergroup behavior. *European Journal of Social Psychology, 36*, 15-30. [Chapter 14]
- Hebl, M. R., & Mannix, L. M. (2003). The weight of obesity in evaluative others: A mere proximity effect. *Personality and Social Psychology Bulletin, 29*, 28-38. [Chapter 23]
- Heider, J. D., & Radford, D. R. *Reducing implicit and explicit forms of sexual prejudice*. Manuscript submitted for publication. [Chapter 13]
- Heider, J. D., Scherer, C. R., & Edlund, J. E. (2013). Cultural stereotypes and personal beliefs about individuals with dwarfism. *Journal of Social Psychology, 153*, 80-97. [Chapter 26]
- Judd, C. M., Park, B., Yzerbyt, V., Gordijn, E. H., & Muller, D. (2005). Attributions of intergroup bias and outgroup homogeneity to ingroup and outgroup others. *European Journal of Social Psychology, 35*, 677-704. [Chapter 9]
- Kaiser, C. R., & Miller, C. T. (2001). Stop complaining! The social costs of making attributions to discrimination. *Personality and Social Psychology Bulletin, 27*, 254-263. [Chapter 19]

- Landau, M. J., Goldenberg, J., Greenberg, J., Gillath, O., Solomon, S., Cox, C., et al. (2006). The siren's call: Terror management and the threat of men's sexual attraction to women. *Journal of Personality and Social Psychology, 90*, 129-146. [Chapter 15]
- Lickel, B., Schmader, T., & Hamilton, D. L. (2003). A case of collective responsibility: Who else is to blame for the Columbine High School shootings? *Personality and Social Psychology Bulletin, 29*, 194-204. [Chapter 9]
- Macrae, C. N., Hood, B. M., Milne, A. B., Rowe, A., & Mason, M. (2002). Are you looking at me? Eye gaze and person perception. *Psychological Science, 13*, 460-464. [Chapter 4]
- Mahaffey, A. L., Bryan, A., & Hutchison, K. E. (2005). Using startle eye blink to measure the affective component of antigay bias. *Basic and Applied Social Psychology, 27*, 37-45. [Chapter 22]
- Major, B., Kaiser, C. R., & McCoy, S. K. (2003). It's not my fault: When and why attributions to prejudice protect self-esteem. *Personality and Social Psychology Bulletin, 29*, 772-781. [Chapter 5]
- Nier, J. A., Gaertner, S. L., Dovidio, J. F., Banker, B. S., Ward, C. M., & Rust, M. C. (2001). Changing interracial evaluations and behavior: The effects of a common ingroup identity. *Group Processes and Intergroup Relations, 4*, 299-316. [Chapter 19]
- Olson, M. A., & Fazio, R. H. (2003). Relations between implicit measures of prejudice: What are we measuring? *Psychological Science, 14*, 636-639. [Chapter 18]
- Smith, J. L., & Johnson, C. S. (2006). A stereotype boost or choking under pressure? Positive gender stereotypes and men who are low in domain identification. *Basic and Applied Social Psychology, 28*, 51-63. [Chapter 8]
- Terracciano, A., Abdel-Khalek, A. M., Adam, N., Adamovova, L., Ahn, C.-K., Ahn, M., et al. (2005). National character does not reflect mean personality trait levels in 49 cultures. *Science, 310*, 96-100. [Chapter 10]
- Vescio, T. K., Gervais, S. J., Heidenreich, S., & Snyder, M. (2006). The effects of prejudice level and social influence strategy on stereotypic responding to racial outgroups. *European Journal of Social Psychology, 36*, 435-450. [Chapter 12]
- Willadsen-Jensen, E. C., & Ito, T. A. (2006). Ambiguity and the timecourse of racial perception. *Social Cognition, 24*, 580-606. [Chapter 16]
- Zarate, M. A., Garcia, B., Garza, A. A., & Hitlan, R. T. (2004). Cultural threat and perceived realistic group conflict as dual predictors of prejudice. *Journal of Experimental Social Psychology, 40*, 99-105. [Chapter 3]

*Note.* A guiding principle in this (and any) course is to **READ EARLY and READ OFTEN**. You will maximize the benefits of class discussions by completing the assigned readings before we cover them in class, and you will be better prepared for assignments if you have read the material more than once. I also encourage you to ask questions, both to foster in-class discussion and to ensure that you have an understanding of what is covered in the textbook and discussions.

**Course Description:**

**Bulletin Description:**

Seminar focused on social psychological research on stereotyping, prejudice, and discrimination.

***Dr. J's Description (the real scoop!):***

This course is an in-depth seminar focused on social psychological research on prejudice, stereotyping, and discrimination. This will include examination of such issues as the origin and maintenance of stereotypes, stereotype activation, personality characteristics associated with prejudice, "modern" forms of racism, the psychological experiences of victims of stereotyping and prejudice, and the reduction of prejudice. These issues will be considered in the context of numerous social categories, including race, gender, age, and sexual orientation.

***Course Objectives:***

- To provide a broad overview of social psychological research on stereotyping, prejudice, and discrimination, from classic theories to contemporary research.
- To familiarize students with how social psychologists who study stereotyping and prejudice think, how they conduct research, and what the results of the research mean.
- To help students develop numerous skills, including critical analysis, integration, writing, and oral presentation.

- To enable students to critically analyze real-world situations in terms of social psychological ideas and principles that have emerged from prejudice research.

**Student Learning Outcomes (SLOs):**

Students with a passing grade in this course should be able to:

- Compare theories and approaches within the social psychological study of stereotypes, prejudice, and discrimination.
- Describe and discuss important constructs in prejudice research (e.g., implicit attitudes, social categorization, motivation to control prejudiced responding, illusory correlation, etc.).
- Apply an empirical approach in writing a research paper using American Psychological Association (APA) style and deliver a presentation based on that paper.

***Means of Assessment:***

In this course, students will demonstrate the course outcomes in the following ways:

- Participation in class discussions (including generating novel questions for discussion) and demonstrations.
- Performance on short (400-500 words) research papers, including the delivery of a class presentation based on one of those papers.
- Completion of a class presentation based on a social psychological analysis of a film.
- Completion of an empirical paper and an associated class presentation based on the development of a scale to measure prejudice.

**Course Requirements:**

***Discussion Questions:***

For each course topic, we will have some class time devoted to discussion. In order to facilitate this discussion, you will be required to prepare a minimum of two discussion questions for each topic. You will e-mail your questions to me ([jheider@semo.edu](mailto:jheider@semo.edu)) the evening before class so I can compile them into one list that will be used to guide that day's discussion.

*Notes.* With limited exceptions, most course topics will include textbook chapters and supplemental journal articles. In those cases, at least one of your discussion questions should focus on the textbook chapter(s) and at least one question should focus on an article. We will also be conducting a similar discussion of the book *Black Like Me* by John Howard Griffin. Similar to the other course topics, you will be expected to e-mail at least two discussion questions to me the evening before we discuss the book.

***Extension Papers and Presentation:***

Social psychology is a very research-driven field, and the more specific study of prejudice is no exception. One of the most important research skills to develop is *extending* past research by designing new studies to address gaps in the literature. Toward this end, you will write a total of five extension papers over the course of the term. For example, you might select the Edlund and Heider (2008) reading, and write an extension paper based on that reading.

What is an extension paper? Basically, I want you to imagine you are a researcher interested in the topic discussed within the reading. Now imagine I'm asking you to design the *next* study (or series of studies) in this line of research. In other words, the Edlund and Heider (2008) paper contains two studies. What do you think Study 3 should be? The key to this process is identifying limitations (i.e., flaws) in the paper that you would like to see addressed in future research. Was an important IV or DV left out of the original studies? Is there a better way to operationalize and/or measure one of these variables? Did the original studies examine the wrong (or merely a limited) population? Etc...

Extension papers must be **typed, single-spaced, and between 400 and 500 words in length (seriously!)**. And please remember – grammar and spelling count! Papers with mistakes in these areas will **DEFINITELY** lose points.

*Note.* I realize this is not an English class. However, good writing skills are fundamental and transcend course topic. Therefore, take the time to write, proofread, and edit your work. These papers can significantly help your course grade or they can hurt it if you do not take them seriously. There are many free resources if you do not feel confident about your writing. You could make an appointment to have me

review a draft, make an appointment to meet with a writing tutor in the library, have a friend give you feedback, and so on.

At one point during the semester, you will also be delivering a class presentation based on one of your extension papers. This presentation should be approximately 8-10 minutes in length, and should present a synopsis of your extension idea.

Once an extension paper is graded, I will return it to you via e-mail as a file attachment. This file will include specific feedback regarding your grade, so please do not ask me questions about why you received a certain score unless you have already read my feedback. Also please note that in order to see my feedback in its entirety, *you must view the file on a computer/device that has Microsoft Word*. Most smartphones and tablets do not actually have Word; they merely have a “viewer” app that provides a brief preview of Word documents without actually having the features of the full program.

### ***Film Presentation:***

One major assignment for this course is a *film presentation* (approx. 12-15 mins) that applies principles from psychological research on stereotyping and prejudice to events depicted in a film or television program. The objective will be to select several scenes from the film/program and discuss how those scenes illustrate principles from the textbook and/or readings.

The presentation should open with a description of the film or television program you selected (basic storyline, main characters, etc.). The remainder of the presentation should consist of a series of alternating descriptions – one describing a scene, the next applying research principles to that scene (then another scene description, then the application of principles to that scene, and so on...).

The film or television program you select for your paper is up to you, as long as one of its themes (if not its primary theme) deals with issues related to prejudice. The prejudice can be based on any relevant social category – race or ethnicity, gender, age, sexual orientation, etc.

Some potential film suggestions (all dealing w/ racial or ethnic prejudice, but your choice doesn't have to):

<i>Crash</i>	<i>In the Heat of the Night</i>	<i>American History X</i>
<i>Remember the Titans</i>	<i>Mississippi Burning</i>	<i>Schindler's List</i>
<i>Guess Who's Coming to Dinner (or Guess Who)</i>	<i>Hotel Rwanda</i>	

Pretty much any Spike Lee joint

To recap, your presentation should consist of: (a) a brief synopsis of the film; (b) brief descriptions of the scenes you have selected for analysis; (c) the stereotyping/prejudice principles you believe are applicable to the scenes (and *why* you believe they are applicable); and, if possible, (d) one or more short clips from the film (total running time: 3 minutes maximum) that illustrate one or more of the principles.

### ***Scale Development Paper and Presentation:***

The other major assignment for this course will involve the development of your own self-report scale to measure prejudiced attitudes. Development of a psychometrically sound instrument involves a number of critical steps: investigating the literature, defining the construct of interest, generating potential items, compiling the items into a measure, distributing the measure to a sample of interest, evaluating the measure, revising the measure, and reporting the results. Each of these steps will be addressed throughout the duration of this project.

Because of the scope of this project, it will likely be best accomplished in small groups. This should result in approximately 3-4 separate scales being developed by the class. Your group's prejudice scale can address prejudice toward a social group of your choosing, be it an ethnic group, a particular gender, a particular sexual orientation, etc. But whatever the target group, it is critical that your scale address the three components of attitudes: cognitive, affective, and behavioral (we'll talk more about this in class). It will also be crucial to address the three key issues of scale development: reliability, validity (we'll talk about different types of validity), and factor structure.

Your scale development efforts will result in an APA-style empirical paper and a class presentation. The paper should include a title page, abstract page, an introduction, a method section (detailing characteristics

of the sample and the item generation process), a results section (with reliability, validity, and factor structure information), a discussion section, a reference page, and at least one table or figure.

***Class Participation:***

As noted later in this syllabus (see p. 8), although class attendance is not mandatory, you are expected to attend every class meeting. But beyond mere class attendance, I expect students in my courses to *actively participate* in the learning process by asking questions, contributing to discussions, taking part in class activities and demonstrations, and so on. A small portion of your semester grade will come from the degree to which you fulfill these duties.

**Grading Policy:**

<i>Material</i>	<i>Possible Points</i>	<i>% of Total Points</i>
<b>Discussion Questions:</b>	15	5%
<b>Extensions:</b>		
Papers (5)	75 (15 per paper)	25%
Presentation	30	10%
<b>Film Presentation:</b>	60	20%
<b>Scale Development Project:</b>		
Paper	75	25%
Presentation	30	10%
<b>Class Participation:</b>	15	5%
	300	100%

***Grading Scale:***

A	=	270-300 pts
B	=	240-269.5
C	=	210-239.5
D	=	180-209.5
F	=	179.5 or less

*Note.* These grade cutoffs are FIRM. In other words, I do not round grades. So if you end up with 269 points (or 268, or 267...), don't even bother asking me if I will round your grade up to an A. I won't.

**Attendance Policy** (see [http://www.semo.edu/pdf/old/2014\\_Bulletin.pdf](http://www.semo.edu/pdf/old/2014_Bulletin.pdf), p. 19):

Students are expected to attend all classes and to complete all assignments for courses in which they are enrolled. An absence does not relieve the student of the responsibility to complete all assignments. If an absence is associated with a university-sanctioned activity, the instructor will provide an opportunity for assignment make-up. However, it is the instructor's decision to provide, or not to provide, make-up work related to absences for any other reason.

A student not present for class during the entire initial week of a scheduled course may be removed from the course roster unless the student notifies the instructor by the end of the first week of an intention to attend the class. Questions regarding the removal process should be directed to the Registrar.

In other words, class attendance is extremely important. You are expected to attend *every* scheduled class meeting (see course schedule on pp. 11-12), because lectures, class discussions, activities, demonstrations – and most importantly, **your participation** – are all valuable contributors to your learning. If you know you are going to be late to (or leave early from) class, please come anyway. I would rather have you present for part of class than to miss it completely.

**Academic Honesty** (see [http://www.semo.edu/pdf/old/2014\\_Bulletin.pdf](http://www.semo.edu/pdf/old/2014_Bulletin.pdf), pp. 20-23):

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University.

Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty.

Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the student handbook. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

**Plagiarism.** In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

**Cheating.** Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination.
2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another.

Translation? **DON'T CHEAT.**

**Civility** (see <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf>):

Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty

and integrity and abide by the University's Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.

I expect every student in my courses to be good community members by remembering to **CONSIDER THE NEEDS OF OTHERS**. This means a lot of things: (1) If others need help (e.g., asking to see your notes), then help them. (2) Don't be disruptive in class (e.g., via excessive talking); other people might actually want to pay attention. (3) **SILENCE YOUR CELL PHONES OR OTHER DEVICES THAT MAKE NOISE**. They are annoying. No one cares that you have a phone call, nor do they need to hear what witty song you have as a ringtone. (4) Please **SHOW RESPECT FOR OTHERS' IDEAS AND OPINIONS**. In this class we may occasionally discuss personal and/or sensitive issues that provoke strong feelings. Please be sensitive to the feelings of others in discussing these issues. Also remember that good people can have differing opinions, and that part of the purpose of the class is to increase your familiarity with how others might think and feel about various issues related to psychology and life.

#### **Accommodations for Students with Disabilities:**

Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to become registered as a student with a disability in order to have accommodations implemented. Accommodations are implemented on a case by case basis. For more information visit the following site: <http://www.semo.edu/ds/index.htm> or contact Disability Support Services at 573-651-2273.

#### **Technology:**

As noted above, some of your assignments will be written in Microsoft Word and submitted electronically. Southeast provides you with access to both Word and the internet via on-campus computer labs, so all students should have no problems using these technologies for our course.

Unlike some instructors, I **DO** allow the use of portable electronic devices in my classroom (e.g., phones, tablets, laptops, etc.). However, I fully expect these devices to be silenced (see previous section on "Civility") and primarily used for class-related purposes. For example, if you want to use Google to find a certain fact that might contribute to a class discussion, I encourage you to do so. On the other hand, texting your BFF about Katy Perry's latest hairstyle is discouraged. I'm not saying I will take your device away in such circumstances, but please know that whenever you use a device for non-class purposes, you are only hurting yourself by missing out on potentially important class-related information.

This course will utilize the **Moodle** online system to facilitate learning and communication. The Moodle page for this class will be used to post course documents such as the course syllabus and lecture notes, and you will also be able to check your grades using this system.

*Note:* I highly recommend printing out the lecture notes and bringing them to class – your printouts will make a handy place to take additional notes. However, don't make the mistake of thinking that having access to my PowerPoint notes will serve as a substitute for class attendance. It won't!!! We will discuss a great deal of information above and beyond what is presented in the slides, so if you make a habit of missing class I can guarantee you will be at a serious disadvantage when it comes time for the exams and other assignments.

To log into Moodle, go to <http://learning.semo.edu>. This will take you to the login page (your user name and password are the same ones you use to log into the mySoutheast portal).

**Questions/Comments:**

Questions, comments or requests regarding this course should be taken to the instructor. Unresolved issues involving this class may be taken to Dr. Leslee Pollina, Chair of the Department of Psychology (573-651-2835 or [lpollina@semo.edu](mailto:lpollina@semo.edu)).

### **Course Calendar:**

*Note.* This proposed schedule is tentative; changes may be made as necessary. If changes are made, they will only be announced in class – so make sure you attend regularly!

#### **Week 1 (8/22, 8/24, 8/26):**

Overview of the Study of Stereotyping, Prejudice, and Discrimination (Nelson, Ch 1)  
Overview of Scale Development

#### **Week 2 (8/29, 8/31, 9/2):**

Development of Racial and Ethnic Prejudice among Children (Nelson, Ch 2; Dunham et al., 2006)  
Intergroup Threat Theory (Nelson, Ch 3; Zarate et al., 2004)

#### **NO CLASS MONDAY, 9/5 (LABOR DAY)**

#### **Week 3 (9/7, 9/9):**

Automaticity and Control in Stereotyping and Prejudice (Nelson, Ch 4; Macrae et al., 2002)

#### **Week 4 (9/12, 9/14, 9/16):**

Attributions to Discrimination: Antecedents and Consequences (Nelson, Ch 5; Major et al., 2003)  
Controlling Prejudice and Stereotyping (Nelson, Ch 6; Dasgupta & Asgari, 2004)

#### **Week 5 (9/19, 9/21, 9/23):**

Stereotype and Social Identity Threat (Nelson, Ch 8; Cheryan & Bodenhausen, 2000; Smith & Johnson, 2006)

#### **Week 6 (9/26, 9/28, 9/30):**

The Role of Entitativity in Stereotyping (Nelson, Ch 9; Judd et al., 2005; Lickel et al., 2003)  
The Accuracy of Stereotypes (Nelson, Ch 10; Terracciano et al., 2005)

#### **Week 7 (10/3, 10/5, 10/7):**

The Stereotypic Behaviors of the Powerful and Their Effect on the Relatively Powerless (Nelson, Ch 12; Vescio et al., 2006)  
Malleability of Implicit Prejudice and Stereotypes (Nelson, Ch 13; Dasgupta & Rivera, 2008; Heider & Radford, under review)

#### **Week 8 (10/10, 10/12, 10/14):**

Intergroup Emotions Theory (Nelson, Ch 14; Gordijn et al., 2006)  
Terror Management Theory (Nelson, Ch 15; Landau et al., 2006)

#### **Week 9 (10/17, 10/19, 10/21):**

Neuroimaging in Stereotyping and Prejudice Research: ERPs and fMRIs (Nelson, Ch 16 & 17; Willadsen-Jensen & Ito, 2006; Cunningham et al., 2004)

#### **Week 10 (10/24, 10/26, 10/28):**

Measures of Prejudice (Nelson, Ch 18; Edlund & Heider, 2008; Olson & Fazio, 2003)

#### **Week 11 (10/31, 11/2, 11/4):**

Racism in the 21<sup>st</sup> Century (Nelson, Ch 19; Kaiser & Miller, 2001; Nier et al., 2001)

#### **Week 12 (11/7, 11/9, 11/11):**

Sexism (Nelson, Ch 20; Eyssel & Böhner, 2007)

#### **Week 13 (11/14, 11/16, 11/18):**

Sexual Prejudice (Nelson, Ch 22; Mahaffey et al., 2005)

#### **NO CLASS MONDAY, 11/21, WEDNESDAY, 11/23, OR FRIDAY, 11/25 (FALL/THANKSGIVING BREAK)**

#### **Week 14 (11/28, 11/30, 12/2):**

Ageism (Nelson, Ch 21; Cuddy et al., 2005)  
Anti-Fat Prejudice (Nelson, Ch 23; Hebl & Mannix, 2003)

#### **Week 15 (12/5, 12/7, 12/9):**

Strategies for Reducing Prejudice (Nelson, Ch 24 & 25)  
The Future of Research on Prejudice, Stereotyping, and Discrimination (Nelson, Ch 26, Heider et al., 2013)

**FINAL EXAM MEETING: MONDAY, 12/12, 10:00-12:00 (regular classroom)**