

STEREOTYPING AND PREJUDICE

PSY 63000, Spring 2025

Mondays 10:30-1:20, PSYC 3102

Instructor	Dr. Margo Monteith (she/her)
Office	PSYC 2140
Student Hours	Happy to meet at a time that is convenient for you. Please email me to set up a time.
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COURSE DESCRIPTION & LEARNING OUTCOMES

This course is a graduate-level seminar designed so that students can undertake an in-depth examination of issues related to the social psychological study of stereotyping and prejudice. After a general introduction and historical overview, we will turn to a more detailed study of the social psychological foundations of stereotyping and prejudice. We will emphasize the roles of person perception; attitudes and implicit bias; motivation and threat; systemic bias; and dehumanization. Because other graduate seminars in the social psychology program cover gender and ideology, these topics will not be emphasized. We will also address prejudice reduction strategies; intergroup interactions; stereotype threat; and social identity and belonging. The course is designed not only to strengthen students' knowledge of the social psychological literature concerning stereotyping and prejudice, but also to encourage critical thinking, consideration of real-world implications and applications, and the development of research ideas.

REQUIRED READINGS

The readings are identified below and are available as PDF files on Brightspace.

COURSE REQUIREMENTS

1. Participation

Participation in class discussions is a required part of the course. For every class, you should develop a list of the issues that most intrigued you in the readings, the issues you found most puzzling, your perceptions of the strengths or weaknesses of the theories or studies represented in the readings, your sense of directions for theoretical development and future research, etc. These are just suggestions. The point is that you should think about the readings and their implications for advancing our understanding of stereotyping

and prejudice. The direction and quality of the discussion depends on all participants, individually and collectively.

Students are expected to be present for every class meeting. If an unavoidable absence is anticipated, students should provide me with advanced notice. For unanticipated or emergency absences, please email me as soon as possible.

2. Reaction and Discussion Questions

Each week students will prepare a one-page reaction to the readings (single-spaced, typed; please do not use a bullet format!), except when they are leading the class discussion. Begin with an overall statement about broad focus of the week's readings and your general evaluation of what was covered in the readings (2-3 sentences only). In the remainder of your reaction, you may describe more specific reactions to the theoretical rationale for the empirical research, methodological rigor, statistical procedures, results, or implications. For theoretical articles/chapters, you might comment on the soundness and viability of the arguments, what you found interesting and why, shortcomings, etc. Please do not summarize information included in the readings. Focus on your reactions instead. Also, please try to consider issues of broader significance rather than nitpicking about smaller details.

At the end of the reaction, you should pose two discussion questions based on issues you would like to discuss during class. These may be based what you have already written or go in an entirely different direction. The questions should be substantive and somewhat broad rather than specific or focusing on smallish methodological details from the readings.

Each one-page reaction (including the two discussion questions) should be posted on the Discussion Board (select "start a new thread") *by 5:00pm the Sunday prior to the class*. I suggest that you prepare and save as a personal Word document initially and then upload your document to the thread. After you post your thread, you will be able to see the other threads, which I encourage you to read prior to class if possible.

I will grade these assignments loosely, giving full credit if they are done reasonably well, partial credit, or no credit (if not uploaded by the designated time).

3. Discussion Leader

Everyone will lead (or co-lead) class discussion one week to facilitate an active learning class atmosphere. The experience of leading discussion is expected to improve your communication and classroom leadership skills. Plan to introduce the topic for the week with a *very brief* and broad integration of major cross-cutting theories and/or themes from the readings and spotlight unique foci. Then be prepared with a set of thought-provoking questions that will allow class members to discuss each reading thoroughly so that new knowledge gained is underscored, its significance is apparent, strengths and weaknesses

are identified, and implications (including to the field and society) and possible future directions are considered. Successful discussion leaders get the discussion going in a particular direction, allow some departure from the original direction but draw the class back before getting off track, encourage participation from diverse viewpoints, and are respectful of different perspectives.

You may read additional articles (see recommended readings) to broaden your knowledge on the topic, but this is not expected. Although discussion leaders should primarily pose questions to launch discussion, they may incorporate other strategies that are deemed particularly valuable (e.g., think-pair-share; short video; demonstration). However, the use of other strategies is not necessary.

Discussion leaders should prepare their plan prior to the class they lead. Shortly before the class meets, they should read the reaction and discussion questions threads to ensure familiarity with issues others class members are keen to address.

4. Research Proposal

Each student will complete a research proposal and a class presentation relevant to the proposal.

First, *identify your topic*: You will identify a topic related to stereotyping, prejudice, and/or discrimination that is of interest to you. This topic may be relevant to your own ongoing research (an excellent way to go) or something that you think is important to pursuing empirically. It may be related to issues we have covered in the course or to issues we have not been able to cover. Second, *conduct an initial literature search* to determine whether your topic is feasible. Third, *continue your examination of the existing literature* to develop your specific empirical direction. Fourth, *begin to prepare your proposal*.

The APA-style proposal should include the following sections: Introduction (approx. 5-6 pages; be sure to state your hypothesis or hypotheses); Method (approx. 3-5 pages); Analysis Plan and Anticipated Findings (approx. 2-3 pages; feel free to include tables or figures); Implications (approx. 2 pages; why would these findings be important? What would they contribute to the literature? Would there be obvious ways in which to follow up in subsequent research?); and References. Submit your proposal as a Word document.

You will have ~15 minutes for your presentation. Present background, hypotheses, method, analysis plan, anticipated findings, and implications in an engaging way. Please leave a little time at the end for questions.

COURSE EVALUATION

Grades will be determined based on the following breakdown:

1. Weekly participation – 30%

- You are present, paying attention, actively listening to others, participating, demonstrating careful consideration of the readings and topic, and making insightful comments.
2. Weekly reaction and discussion questions – 20%
You have considered readings thoughtfully, demonstrated preparation for class, and raised good questions.
 3. Discussion Leader – 15%
You have demonstrated strong understanding of the material, structured the discussion to highlight key issues and points, and engaged class members in useful and meaningful discussion.
 4. Proposal presentation – 10%
 5. You have presented your proposal in a clear, well-organized, and engaging way that allows the class to learn about your project.
 6. Written research proposal – 25%
You have identified a novel and important research question that is relevant to stereotyping and prejudice, presented relevant background, stated a clear and justified hypothesis (or hypotheses), clearly described methods appropriate for testing the hypothesis, presented a plan for analysis and predictions, and adequately discussed implications.

A = 100 – 93%

A- = 92 – 90%

B+ = 89 – 87%

B = 86 – 83%

A- = 82 – 80%

C = below 80%

Purdue Nondiscrimination Statement

Purdue University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. See Purdue's full [Nondiscrimination Policy Statement](#).

Mental Health/Wellness Statement

If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try [Therapy Assistance Online \(TAO\)](#), a new web and app-based mental health resource available courtesy of Purdue Counseling and Psychological Services (CAPS). TAO is available to students, faculty, and staff at any time.

If you need support and information about options and resources, please contact or see the [Office of the Dean of Students](#) (ODOS). Call 765-494-1747.

If you find yourself struggling to find a healthy balance between academics, social life, stress, etc., sign up for free one-on-one virtual sessions with a [Purdue Wellness Coach at RecWell](#). Student coaches can help you navigate through barriers and challenges toward your goals throughout the session. Sign up is free and can be done on BoilerConnect.

If you're struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact [Counseling and Psychological Services \(CAPS\)](#) at 765-494-6995 during and after hours, on weekends and holidays.

Basic Needs Security

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. There is no appointment needed, and Student Support Services is available to serve students 8 a.m.-5 p.m. Monday through Friday.

TOPICS AND READINGS

JANUARY 13: Course Introduction

Be prepared to discuss syllabus.

JANUARY 20: No Class (MLK Day)

JANUARY 27: Historical Overview and Theoretical Perspectives

Discussion Leader: Max Miller

Required:

- Allport, G. W. (1954). What is the problem? *The Nature of Prejudice* (Chapter 1, pp. 3-16). New York: Addison-Wesley.
- Dovidio, J. F., & Jones, J. M. (2019). Prejudice, stereotyping, and discrimination. In R. F. Baumeister & E. J. Finkel (Eds.), *Advanced Social Psychology* (2nd ed., pp. 275-298). Oxford University Press.
- Roberts, S. O., & Rizzo, M. T. (2021). The psychology of American racism. *American Psychologist*, 76(3), 475-487.
- Skinner-Dorkenoo, A. L., George, M., Wages III, J. E., Sánchez, S., & Perry, S. P. (2023). A systemic approach to the psychology of racial bias within individuals and society. *Nature Reviews Psychology*, 2(7), 392-406.

Recommended:

- Fiske, S. (2000). Stereotyping, prejudice, and discrimination at the seam between the centuries: Evolution, culture, mind, and brain. *European Journal of Social Psychology*, 30(3), 299-322.
- Pearson, A. R., Dovidio, J. F., & Gaertner, S. L. (2009). The nature of contemporary prejudice: Insights from aversive racism. *Social and Personality Psychology Compass*, 3(3), 314-338.
- Pratto, F., Sidanius, J., Stallworth, L. M., & Malle, B. F. (1994). Social dominance orientation: A personality variable predicting social and political attitudes. *Journal of personality and social psychology*, 67(4), 741.
- Shelton, N. (2000). A reconceptualization of how we study issues of racial prejudice. *Personality and Social Psychology Review*, 4(4), 364-390.
- Zou, L. X., & Cheryan, S. (2017). Two axes of subordination: A new model of racial position. *Journal of Personality and Social Psychology*, 112(5), 696-717.
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FEBRUARY 3: Stereotyping and Person Perception

Discussion Leader: Aryca Woodson

Required:

- Darley, J. M., & Gross, P. H. (1983). A hypothesis confirming bias in labeling effects. *Journal of Personality and Social Psychology*, 44(1), 20-33.
- Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology*, 56(1), 5-18.
- Fiske, S. T., Cuddy, A. J., Glick, P., Xu, J. (2002). A model of (often mixed) stereotype content: Competence and warmth respectively follow from perceived status and competition. *Journal of Personality and Social Psychology*, 82(6), 678-902.
- Kang, S. K., & Bodenhausen, G. V. (2015). Multiple identities in social perception and interaction: Challenges and opportunities. *Annual Review of Psychology*, 66(1), (pp. 547-574).

Recommended:

- Axt, J. R., Ebersole, C. R., & Nosek, B. A. (2014). The rules of implicit evaluation by race, religion, and age. *Psychological Science*, 25(9), 1804-1815.
- Chwe, J. A. H., Lick, D. J., & Freeman, J. B. (2024). Reflexive Activation of Monoracial Categories During Multiracial Categorization. *Personality and Social Psychology Bulletin*, 01461672241273194.
- Krosch, A. K., & Amodio, D. M. (2014). Economic scarcity alters the perception of race. *Proceedings of the National Academy of Science*, 111(25), 9079-9084.
- Payne, B. K., Cheng, C. M., Govorun, O., & Stewart, B. D. (2005). An inkblot for attitudes: Affect misattribution as implicit measurement. *Journal of Personality and Social Psychology*, 89(3), 277-293.
- Tajfel, H., Billig, M. G., Bundy, R. P. & Flament, C. (1971). Social categorization and intergroup behavior. *European Journal of Social Psychology*, 1(2), 149-178.

FEBRUARY 10: Implicit Bias and Its Consequences

Discussion Leader: Rachel Scaliatine

Required:

- Eberhardt, J. L., Davies, P. G., Purdie-Vaughns, V. J., & Johnson, S. L. (2006). Looking deathworthy: Perceived stereotypicality of Black defendants predicts capital-sentencing outcomes. *Psychological Science*, 17, 383-386.
- Greenwald, A., McGhee, D., & Schwartz, J. (1998). Measuring individual differences in implicit cognition: The implicit association test. *Journal of Personality and Social Psychology*, 74, 1464-1480.
- Kurdi, B., Seitchik, A. E., Axt, J. R., Carroll, T. J., Karapetyan, A., Kaushik, N., ... & Banaji, M. R. (2019). Relationship between the Implicit Association Test and intergroup behavior: A meta-analysis. *American Psychologist*, 74(5), 569.
- Monteith, M. J., Woodcock, A., & Gulker, J. E. (2013). Automaticity and control in

stereotyping and prejudice: The revolutionary role of social cognition across three decades. In D. Carlston (Ed.), *Oxford Handbook of Social Cognition* (pp. 74-94). New York: Oxford University Press.

Recommended:

- Daumeyer, N. M., Onyeador, I. N., Brown, X., & Richeson, J. A. (2019). Consequences of attributing discrimination to implicit vs. explicit bias. *Journal of Experimental Social Psychology*, 84, 103812.
- Fazio, R. H., Jackson, J. R., Dunton, B. C., & Williams, C. J. (1995). Variability in automatic activation as an unobtrusive measure of racial attitudes: A bona fide pipeline? *Journal of Personality and Social Psychology*, 69(6), 1013-1027.
- Greenwald, A. G., & Banaji, M. R. (2017). The implicit revolution: Reconceiving the relation between conscious and unconscious. *American Psychologist*, 72(9), 861-871.
- Jacoby-Senghor, D., Sinclair, S., & Shelton, N. J. (2016). A lesson in bias: The relationship between implicit racial bias and performance in pedagogical contexts. *Journal of Experimental Social Psychology*, 63, 50-55.
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FEBRUARY 17: Motivation and Threat

Discussion Leaders: Lihn Pham and Corey Resweber

Required:

- Al-Kire, R., Pasek, M., Tsang, J. A., Leman, J., & Rowatt, W. (2022). Protecting America's borders: Christian nationalism, threat, and attitudes toward immigrants in the United States. *Group Processes & Intergroup Relations*, 25(2), 354-378.
- Cottrell, C. A., & Neuberg, S. L., (2005). Different emotional reactions to different groups: A sociofunctional threat-based approach to "prejudice." *Journal of Personality and Social Psychology*, 88(5), 770-789.
- Kunda, Z., & Spencer, S.J. (2003). When do stereotypes come to mind and when do they color judgment? A goal-based theoretical framework for stereotype activation and application. *Psychological Bulletin*, 129(4), 522-544.
- Plant, E. A., & Devine, P. G. (1998). Internal and external motivation to respond without prejudice. *Journal of Personality and Social Psychology*, 75(3), 811.

Recommended:

- Craig, M. A., & Richeson, J. A. (2014). More diverse yet less tolerant? How the increasingly diverse racial landscape affects White Americans' racial attitudes. *Personality and Social Psychology Bulletin*, 40(6), 750-761.
- Kraus, M. W., Onyeador, I. N., Daumeyer, N. M., Rucker, J. M., & Richeson, J. A. (2019). The misperception of racial economic inequality. *Perspectives on Psychological Science*, 14(6), 899-921.
- Phillips, L. T., & Lowery, B. S. (2020). I ain't no fortunate one: On the motivated denial of class privilege. *Journal of Personality and Social Psychology*, 119(6), 1403-1422.
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FEBRUARY 24: Systemic Bias

Discussion Leader: Heejoo Chung

Required:

- Bonam, C. M., Nair Das, V., Coleman, B. R., & Salter, P. (2019). Ignoring history, denying racism: Mounting evidence for the Marley hypothesis and epistemologies of ignorance. *Social Psychological and Personality Science*, 10(2), 257-265.
- Obermeyer, Z., Powers, B., Vogeli, C., & Mullainathan, S. (2019). Dissecting racial bias in an algorithm used to manage the health of populations. *Science*, 366, 447-453.
- Okonofua, J. A., & Eberhardt, J. L. (2015). Two strikes: Race and the disciplining of young students. *Psychological Science*, 26(5), 617-624.
- Payne, B. K., Vuletich, H. A., & Brown-Iannuzzi, J. L. (2019). Historical roots of implicit bias in slavery. *Proceedings of the National Academy of Sciences*, 116(24), 11693-11698.
- Rucker, J. M., & Richeson, J. A. (2021). Beliefs about the interpersonal vs. structural nature of racism and responses to racial inequality. In C. Tileaga, M. Augoustinos, & K. Durrheim (Eds.), *Routledge International Handbook of Prejudice, Stereotyping, and Discrimination* (pp. 13–25). Routledge.

Recommended:

- Dupree, C. H., & Boykin, C. M. (2021). Racial inequality in academia: Systemic origins, modern challenges, and policy recommendations. *Policy Insights from the Behavior and Brain Sciences*, 8(1) 11-18.
- Melson-Silimon, A., Spivey, B. N., & Skinner-Dorkenoo, A. L. (2024). The construction of racial stereotypes and how they serve as racial propaganda. *Social and Personality Psychology Compass*, 18(1), 392-406.
- Nosek, B. A., Smyth, F. L., Sriram, N., Linder, N. M., Devost, T., Ayala, A., ... & Greenwald, A. G. (2009). National differences in gender-science stereotypes predict sex differences in science and math achievement. *Proceedings of the National Academy of Science*, 106(26), 10593-10597.
- Opinion Science Podcast* (2020). Systemic Racism with Dr. Phia Salter. <http://opinionsciencepodcast.com>

MARCH 3: Dehumanization

Discussion Leaders: Emily Park and Catherine Camargo

Required:

- Goff, P. A., Eberhardt, J. L., Williams, M. J., & Jackson, M. C. (2008). Not yet human: implicit knowledge, historical dehumanization, and contemporary consequences. *Journal of Personality and Social Psychology*, 94(2), 292-306.
- Haslam, N., & Loughnan, S. (2014). Dehumanization and infrahumanization. *Annual Review of Psychology*, 65(1), 399-423.
- Hoffman, K. M., Trawalter, S., Axt, J. R., & Oliver, M. N. (2016). Racial bias in pain

- assessment and treatment recommendations, and false beliefs about biological differences between black and whites. *Proceedings of the National Academy of Science*, 113(16), 4296-4301.
- Kteily, N. S., Bruneau, E., Waytz, A., & Cotterill, S. (2015). The Ascent of Man: Theoretical and Empirical Evidence for Blatant Dehumanization. *Journal of Personality and Social Psychology*, 109(5), 901-931.

Recommended:

- Goff, P. A., Jackson, M. C., Di Leone, B. A. L., Culotta, C.M., & DiTomasso, N. A. (2014). The essence of innocence: Consequences of dehumanizing Black children. *Journal of Personality and Social Psychology*, 47(4), 526-545.
- Krosch, A. R., & Amodio, D. M. (2019). Scarcity disrupts the neural encoding of Black faces: A socioperceptual pathway to discrimination. *Journal of Personality and Social Psychology*, 117(5), 859-875.

MARCH 10: Self-Regulation of Prejudice

Discussion Leader: Taylor Himes

Required:

- Amodio, D. M., Devine, P. G., & Harmon-Jones, E. (2007). A dynamic model of guilt: Implications for motivation and self-regulation in the context of prejudice. *Psychological Science*, 18(6), 524-530.
- Burns, M. D., Monteith, M. J., & Parker, L. R. (2017). Training away bias: The differential effects of counterstereotype training and self-regulation on stereotype activation and application. *Journal of Experimental Social Psychology*, 73, 97-110.
- Devine, P. G., Plant, E. A., Amodio, D. M., Harmon-Jones, E., & Vance, S. L. (2002). The regulation of explicit and implicit race bias: the role of motivations to respond without prejudice. *Journal of Personality and Social Psychology*, 82(5), 835.
- Monteith, M. J., Ashburn-Nardo L., Voils, C. I. & Czopp, A. M. (2002). Putting the brakes on prejudice: On the development and operation of cues for control. *Journal of Personality and Social Psychology*, 83(5), 1029- 1050.

Recommended:

- Amodio, D. M., & Swencionis, J. K. (2018). Proactive control of implicit bias: A theoretical model and implications for behavior change. *Journal of Personality and Social Psychology*, 115(2), 255-275.
- Monteith, M. J. (1993). Self-regulation of prejudiced responses: Implications for progress in prejudice-reduction efforts. *Journal of Personality and Social Psychology*, 65(3), 469.
- Monteith, M. J., Mark, A. Y., & Ashburn-Nardo, L. (2010). The self-regulation of prejudice: Toward understanding its lived character. *Group Processes & Intergroup Relations*, 13(2), 183-200.

MARCH 17: No Class (Spring Break)

MARCH 24: Prejudice Reduction

Discussion Leader: Madison Vigdor

Required:

- Bruneau, E., Hameiri, B., Moore-Berg, S. L., & Kteily, N. (2021). Intergroup contact reduces dehumanization and meta-dehumanization: Cross-sectional, longitudinal, and quasi-experimental evidence from 16 samples in five countries. *Personality and Social Psychology Bulletin*, 47(6), 906-920.
- Devine, P.G., Ash, T. L., & Scott, K. E. (in press). Prejudice reduction. In D.T. Gilbert, S. T. Fiske, E. Finkel, & W. B. Mendes (Eds.), *Handbook of Social Psychology*, 6th Edition.
- Monteith, M. J., *Li, H. A., & *Noland, E. S. (in press). Interpersonal confrontation: A strategy for curbing bias and fostering inclusive environments. In V. Esses, J. F. Dovidio, Y. Jetten, D. Sekaquaptewa, & K. West (Eds.), *The Sage Handbook of Psychological Perspectives on Diversity, Equity, & Inclusion*. Sage Publications.
- Tropp, L., & Pettigrew, T. (2005). Relationships between intergroup contact and prejudice among minority and majority status groups. *Psychological Science*, 16(12), 951-957.

Recommended:

- Albuja, A. F., Gaither, S. E., Sanchez, D. T., & Nixon, J. (2024). Testing intergroup contact theory through a natural experiment of randomized college roommate assignments in the United States. *Journal of Personality and Social Psychology* (online first publication).
- Cox, W. T. L., & Devine, P. G. (2019). The prejudice habit-breaking intervention: An empowerment-based confrontation approach. In R. Mallett and M. J. Monteith (Eds.) *Confronting prejudice and discrimination: The science of changing minds and behaviors* (pp. 249-274). San Diego, CA: Academic Press.
- Dovidio, J. F., Gaertner, S. L., & Kawakami, K. (2003). Intergroup contact: The past, present, and future. *Group Processes and Intergroup Relations*, 6(1), 5-21.
- Lai, C. K., Skinner, A. L., Cooley, E., Murrar, S., Brauer, M., ... Nosek, B. A. (2016). Reducing implicit racial preferences: II. Intervention effectiveness across time. *Journal of Experimental Psychology: General*, 145(8), 1001-1016.
- Mallett, R. and Monteith, M. J. (Eds.) (2019). *Confronting prejudice and discrimination: The science of changing minds and behaviors*. San Diego, CA: Academic Press.
- Monteith, M. J., Mallett, R. K., & Hildebrand, L. K. (2022). Confronting intergroup biases: Validity and impugment as determinants of other-confrontation consequences. *Advances in Experimental Social Psychology*, 66, 1-57. Academic Press.
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MARCH 31: Intergroup Interactions

Discussion Leader: Yiwen Gu

Required:

- Bergsieker, H. B., Shelton, J. N., & Richeson, J. A. (2010). To be liked versus respected: Divergent goals in interracial interactions. *Journal of Personality and Social Psychology*, 99(2), 248-264.
- Carr, P. B., Dweck, C. S., & Pauker, K. (2012). "Prejudiced" behavior without prejudice? Beliefs about the malleability of prejudice affect interracial interactions. *Journal of Personality and Social Psychology*, 103(3), 452-471.
- Dupree, C. H., & Fiske, S. T. (2019). Self-presentation in interracial settings: The competence downshift by White liberals. *Journal of Personality and Social Psychology*, 117(3), 579.
- Trawalter, S., Richeson, J. A., & Shelton, J. N. (2009). Predicting behavior during interracial interactions: A stress and coping approach. *Personality and Social Psychological Review*, 13(4), 243-268.

Recommended:

- Goff, P. A., Steele, C. M., & Davies, P. G. (2008). The space between us: Stereotype threat and distance in interracial contexts. *Journal of Personality and Social Psychology*, 94(1), 91-107.
- Dovidio, J. F., Kawakami, K., & Gaertner, S. L. (2002). Implicit and explicit prejudice and interracial interaction. *Journal of Personality and Social Psychology*, 82(1), 62-68.
- Hodson, G., & Meleady, R. (2024). Replicating and extending Sengupta et al. (2023): Contact predicts no within-person longitudinal outgroup-bias change. *American Psychologist*, 79(3), 451.
- Word, C. O., Zanna, M. P., & Cooper, J. (1974). The nonverbal mediation of self-fulfilling prophecies in interracial interaction. *Journal of Experimental Social Psychology*, 10(2), 109-120.

APRIL 7: Stereotype Threat

Discussion Leader: Anna Li

Required:

- Hall, W., Schmader, T., Aday, A., & Croft, E. (2018). Decoding the Dynamics of Social Identity Threat in the Workplace: A Within-Person Analysis of Women's and Men's Interactions in STEM. *Social Psychological and Personality Science*, 10(4), 542-552.
- Liu, S., Liu, P., Wang, M., & Zhang, B. (2021). Effectiveness of stereotype threat interventions: A meta-analytic review. *Journal of Applied Psychology*, 106(6), 921-949.
- Major, B., & Schmader, T. (2018). *Stigma, social identity threat, and health*. In B. Major, J. F. Dovidio, & B. G. Link (Eds.), *The Oxford handbook of stigma, discrimination, and health* (p. 85-103). Oxford University Press.

Steele, C.M. (1997). A threat is in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52(6), 613-629.

Recommended:

- Cohen, G. L., Garcia, J., Apfel, N., & Master, A. (2006). Reducing the racial achievement gap: A social-psychological intervention. *Science*, 313, 1307-1310.
- Inzlicht, M., Kang, S. K. (2010). Stereotype threat spillover: How coping with threats to social identity affects aggression, eating, decision making, and attention. *Journal of Personality and Social Psychology*, 99(3), 467-481.
- Schmader, T., Johns, M., & Forbes, C. (2008). An integrated process model of stereotype threat effects on performance. *Psychological Review*, 115(2), 336.
- Silverman, A. M., & Cohen, G. L. (2014). Stereotypes as Stumbling-Blocks: How Coping With Stereotype Threat Affects Life Outcomes for People with Physical Disabilities. *Personality and Social Psychology Bulletin*, 40(10), 1330-1340.
- Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. *Journal of Personality and Social Psychology*, 69(5), 797.
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APRIL 14: Social Identity & Belonging

Discussion Leader: Phuc Dang

Required:

- Cheryan, S., Plaut, V. C., Davies, P. G., & Steele, C. M. (2009). Ambient belonging: How stereotypical cues impact gender participation in computer science. *Journal of Personality and Social Psychology*, 97(6), 1045-1060.
- Kirby, T. A., Tabak, J. A., Ilac, M., & Cheryan, S. (2020). The symbolic value of ethnic spaces. *Social Psychological and Personality Science*, 11(7), 867–878.
- Murrar, S., Campbell, M., & Brauer, M. (2020). Exposure to peers' pro-diversity attitudes increases inclusion and reduces the achievement gap. *Nature Human Behavior*, 4(9), 889-897.
- Schmader, T., & Sedikides, C. (2018). State authenticity as fit to environment: The implications of social identity for fit, authenticity, and self-segregation. *Personality and Social Psychology Review*, 22(3), 228-259.

Recommended:

- Dennehy, T. C., & Dasgupta, N. (2017). Female peer mentors early in college increase women's positive academic experiences and retention in engineering. *Proceedings of the National Academy of Sciences*, 114, 5964-5969.
- Lewis, J. A., Mendenhall, R., Ojiemwen, A., Thomas, M., Riopelle, C., Harwood, S. A., & Browne Hunt, M. (2021). Racial microaggressions and sense of belonging at a historically White university. *American Behavioral Scientist*, 65(8), 1049–1071.
- Murphy, M. C., Steele, C. M., & Gross, J. J. (2007). Signaling threat: How situational cues affect women in math, science, and engineering settings. *Psychological Science*, 18(10), 879-885.

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APRIL 21: Class Presentations

APRIL 28: Class Presentations

**** PAPER DUE (submit as Word document): Monday, May 5th, 12pm by email ****