

The Self & Intergroup Relations: Graduate Seminar

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Course Meets: Tuesday, 11:00AM-1:30PM in Tillett Hall 605

Course description: This course examines social psychological theories and research on the self and intergroup relations. Topics include human motivation, the self in groups, explicit and implicit stereotyping and prejudice, reducing prejudice, social stigma, and strategies for fostering diversity. We will consider how the need to belong drives prejudice and discrimination. We will examine how those with stigmatized identities cope with prejudice and discrimination. We will examine strategies to improve racial diversity and reduce implicit and explicit prejudice. We will also examine the steps to confronting prejudice and whether confronting makes a difference.

Goals: To provide an engaging, integrative, and broad overview of self and intergroup theories in social psychology that will build the foundation for future research and teaching on the topic. At the end of this course, you will be able to identify core social psychological approaches and theories in the area of self and intergroup relations and apply them to contemporary social issues.

Required Text: All articles/chapters downloadable from Sakai. Readings consist of chapters and articles. Login with NetID and password, click on class website (Self and Intergroup) and follow instructions for access.

Course Evaluation. Course grade will be based on seminar participation (40%), including the Discussion Leader presentation (see below) and the final presentation (60%) that will be presented to the class. There are no exams.

Seminar participation. Read the assigned material carefully and write down at least one or two questions or issues to raise during class discussion. Be prepared to hand them in. Because intergroup relations is a topic that easily sparks a lively discussion, I expect everyone in class to show up with ideas and to participate in discussions. In addition, you will serve as Discussion Leader for two weeks during the course in pairs. As discussion leader, your job will be to lead us into territory that you find interesting enough to share. The traditional way to do this is to assign an extra reading inspired by the week's topic and develop a ppt to discuss the paper as well as other pertinent theories. However, I am open to alternative ideas (e.g., media presentations or class exercises) – just run them by me first. If you go the traditional route, then you must send me your readings (as pdf files) at least a week in advance so that I can post them at Sakai.

Final project. The final project has two components: the presentation and the one page project summary. For the final project, you must design an independent project that evolves from what you learned in the course, or that incorporates self and intergroup relations as a focal variable in your own research domain. Present your independent project to the class (include figures and tables that illustrate your hypotheses and expected results). Explain the theory, why you chose the methods, how you would analyze the data and why you think the results will support your theory. Be sure to include a discussion of implications and future directions based on your theory. **Your in-class presentation should be 30 minutes.** In addition, you must submit a **NSF style project summary** (one page, single spaced) of the project by **April 25th, 2017**. From

NSF's website→ "...The project summary is a self-contained description of the activity of the project. The summary should be written in the third person and include a statement of objectives and methods to be employed. It must clearly address in separate statements (within the one-page summary): (1) the intellectual merit of the proposed activity; and (2) the broader impacts resulting from the proposed activity. (See [Chapter III](#) for further descriptive information on the NSF merit review criteria.) It should be informative to other persons working in the same or related fields and, insofar as possible, understandable to a scientifically or technically literate lay reader."

Schedule of Readings and Class Topics

Day/Date	Topic	Readings
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NO CLASS: Tuesday, January 17th

DAY 1: January 24th: Motives of the Self Part I: Fundamental Motivations

Reading: Baumeister & Leary's (1995) The Need to Belong

DAY 2: January 31st- Motives of the Self Part II: The Self in Groups

Readings: Hornsey's (2008) Social Identity Theory Review

DAY 3: February 7th: Explicit and Implicit Stereotyping and Prejudice

Readings:

Devine's (1989) stereotypes and prejudice: Automatic and controlled components

Glick & Fiske (1996) Ambivalent Sexism Inventory

DAY 4: February 14th: Prejudice in Face to Face Interactions

Readings: Richeson and Shelton (2007) Negotiating Interracial Interactions

Carr, Dweck, & Pauker (2012) Prejudiced behavior without prejudice? Beliefs about the malleability of prejudice affect interracial interactions

DAY 5: February 21st: Social Stigma

Readings:

Crocker and Major (1989). Social Stigma and Self-Esteem: The Self Protective Properties of Stigma

Quinn & Chaudior (2009) on Concealable Stigma and Health

DAY 6: February 28th: Confronting Prejudice

Readings:

Czopp, Monteith, & Mark, A.Y. (2006). Standing up for a change: Reducing bias through interpersonal confrontation

Rattan & Dweck (2010) Who confronts prejudice?: The role of implicit theories in the motivation to confront prejudice.

DAY 7: March 7th: Psychological Essentialism in Prejudice

Readings:

Haslam, Rothschild, Ernst (2000). Psychological essentialism of human categories

Williams & Eberhardt (2009) Biological Conceptions of Race and the Motivation to Cross Racial Boundaries

SPRING BREAK March 11-19th

DAY 8: March 21st: Identity Threats and Strategies for Diversity

Readings:

Steele & Aronson's (1995) Stereotype Threat Paper

Purdie-Vaughns, Steele et al (2008) Identity contingency threat: How diversity cues signal threat or safety for African-Americans in mainstream settings.

Day 9: March 28th Reducing Prejudice & Inequalities Part 1

Reading: Kawakami, Amodio, & Hugenberg (2017) Intergroup Perception and Cognition: An Integrative Framework for Understanding the Causes and Consequences of Social Categorization. Advances in Experimental Social Psychology

Day 10: April 4th Reducing Prejudice & Inequalities Part 2

Reading: Crisp & Turner (2012) The imagined contact hypothesis. Advances in Experimental Social Psychology

Day 11: April 11rd: CLASS PRESENTATIONS

Day 12: April 18th: CLASS PRESENTATIONS