The Self & Intergroup Relations: Graduate Seminar

Instructor: Diana T. Sanchez, Associate Professor, Psychology Department, Tillett Hall 625, 848-445-2344; Alternate Office: Institute for Health 458

Course Meets: Weds, 1:10pm-3:50pm 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 (the title is: GRAD INTERGROUP SEM) 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. 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 at least one week during the course. 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. 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.

Schedule of Readings and Class Topics

Day/Date	Topic	Readings

DAY 1: September 5th: Motives of the Self Part I: Fundamental Motivations

Reading: The Need to Belong (Baumeister and Leary, 1995)

DAY 2: September 12th- Motives of the Self Part II: The Self in Groups*

Reading: Social Identity Theory Review (Hornsey, 2008)

DAY 3: September 19th- Explicit and Implicit Stereotyping and Prejudice*

Reading: Blair (2002) The Malleability of Automatic Stereotypes and Prejudice

DAY 4: September 26th   Prejudice in Face to Face Interactions*

Reading: Richeson and Shelton (2007) Negotiating Interracial Interactions

DAY 5: October 3rd: Social Stigma Part 1: Perceiving Prejudice*

Reading: Kaiser & Major (2006).A Social Psychological Perspective on Perceiving and Reporting Discrimination

DAY 6: October 10th Social Stigma Part 2: Coping with Prejudice*

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

DAY 7: October 17th: Confronting Prejudice

Reading: Ashburn-Nardo, Morris, & Goodwin (2008). The Confronting Prejudiced Responses (CPR) Model: Applying CPR in Organizations

DAY 8: October 24th: Psychological Essentialism in Prejudice

Reading: Prentice & Miller's Psychological essentialism of human categories

NO CLASS ON OCTOBER 31st

DAY 9: November 7th Identity Threats and Strategies for Diversity*

Reading: Steele & Aronson's Stereotype Threat Paper

Day 10: November 14th Reducing Prejudice Part I*

Reading: Dovidio & Gaertner 1999 Reducing Prejudice

NO CLASS ON NOVEMBER 21st

Day 11: November 28th Reducing Prejudice Part II

Reading: Dovidio & Gaertner 1999 Reducing Prejudice

Day 12: December 5th : CLASS PRESENTATIONS

Day 13: December 12th: CLASS PRESENTATIONS