Instructor: Professor Alison Chasteen  
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Meeting Time and Location: Tuesdays 12:00-2:00 P.M., Sidney Smith 570

Course Overview: This course will examine contemporary issues in stereotyping, prejudice, and discrimination, both from the perceiver’s and the target’s perspective. The focus will be on understanding current trends in the field by focusing on what has been recently published over the past few years. Connections with classic issues and research will be made through weekly presentations and discussions led by discussion facilitators.

Course Requirements:

Thought Papers – 25%. Over the course of the term, you will submit 4 one-page papers. Papers must be submitted at the beginning of class. In each paper, you will raise a question, discuss a critical issue, or present an idea for future research based on the readings assigned for that week. Thought papers must not be summaries of the readings. You must sign up for 2 dates prior to October 28th and for 2 dates including and after October 28th. You are responsible for keeping track of the dates on which your thought papers are due (to be determined through a sign-up process after the first class).

Presentation & Discussion Facilitator – 30%. Each student will be involved in presenting an analysis of research on one of the topic areas to be discussed in class. The focus of that analysis should be on work published prior to 2013 and should make connections to classic issues, theories, and papers in the area of stereotyping, prejudice, and discrimination. Thus, the discussion facilitator’s presentation will provide a sense of the evolution of the current research that is being discussed in class. You are welcome to meet with me to discuss your ideas about what to include in your presentation.

The number of presentations and type of presentations (individual vs. team; length) will depend on class size and composition (i.e., number of students). In general, presentations should not simply summarize sets of related findings, but rather, should provide an interesting, creative, integrative overview of work in the topic area. Presentations should not focus on readings assigned for the week. Presenters will also be responsible for leading the discussion for the remainder of the class. To assist the rest of the class in their preparations, presenters should
email a set of 8-10 discussion questions to the entire class on the Friday before they present. This will be done via the Blackboard system. You are responsible for keeping track of the date on which your presentation is due (to be determined through a sign-up process after the first class).

**Participation – 10%**. This course will follow a seminar format. As such, it is crucial that students attend class, read the assigned articles and participate in the weekly discussions in order to receive full participation marks.

**Research Proposal – 35%**. All students will write a research proposal-style paper in which they develop an idea for a novel study on a topic related to stereotyping, prejudice, and discrimination. You can write the proposal on any topic related to the focus of the course, and that can include a topic you covered for your presentation or for a thought paper. You should include an abstract, an introduction in which you present your research question and discuss how it builds upon existing research in the area, a brief method section, and a presentation of predicted results (preferably with tables or figures). You should also include a discussion section in which you describe the potential implications of your predicted findings, possible limitations of your study, and future research directions.

Papers will not be accepted over e-mail. Research papers should be no more than 8-10 pages of text (excluding abstract, title page, figures, and references), in 12-point font, double-spaced, with margins of at least one inch. The paper should be in APA format. The paper is due **December 2nd at the start of class** and the late penalty is 5% per day. You must have your topic approved by me by **November 4th**.

**E-mail Policy**

I will reply to email inquiries from students usually within 48 hours of their e-mail (excepting weekends). Please use your UTORmail email account (see www.utorid.utoronto.ca) for all correspondence. Due to the potential for viruses and spyware, no e-mails will be opened if they contain attachments. No assignments will be accepted as attachments to e-mail ---all assignments must be printed and brought to class.

Note that all communications (verbal, email, discussion board, etc.) should be respectful in language and tone and constructive in nature. This includes communications with me and with your fellow students.

**Course Website: Blackboard portal (available only to students registered in the course)**

I am using the U of T Blackboard Courseware Portal. To access your course website, or any other Blackboard-based course website, go to the U of T portal login page at http://portal.utoronto.ca and login using your UTORid and Password. I will be sending out course communication via Blackboard, so be sure to check your UTORmail account regularly.
Course Schedule and Readings

September 9 - Organizational Meeting

September 16 – Critiquing Journal Articles, Preparing Presentations & Thought Papers

UNDERSTANDING THE PERCEIVER’S PERSPECTIVE

September 23 - The Complexity of Person Perception I: Phenotypicality & Biraciality


September 30 - The Complexity of Person Perception II: Concealable Identities & Multiple Categorizations


October 7 – Interventions for Perceivers I: Mimicry & Confronting Prejudice


**October 14 – Interventions for Perceivers II: Intergroup contact and Perspective-taking**


**October 21 – Intergroup Interactions: Perceiver’s Perspective**


**UNDERSTANDING THE TARGET’S PERSPECTIVE**

**October 28 – Intergroup Interactions: Target’s Perspective**


**November 4 – Experiencing & Coping with Stigma I: Perceptions of Discrimination, Intragroup Effects**

*RESEARCH PROPOSAL TOPIC DUE*


**November 11 – Experiencing & Coping with Stigma II: Group Identities**


**November 18 – NOVEMBER BREAK: NO CLASS**

**November 25 – Stereotype Threat: Pervasiveness & Mechanisms**


**December 2 – Stereotype Threat: Interventions, Role Models**


**December 2 – Paper Due in Class**