

**I. TERMS AND CONCEPTS: You should be able to define, and identify examples of the following terms and concepts:**

- Prejudice and trends over time
- Components of prejudice: Stereotypic beliefs, symbolic beliefs, emotions
- Bogus pipeline
- Explicit and implicit measures of prejudice
- Stigma
- The three stigma classifications (Goffman, 1963)
- The 6 stigma characteristics: concealability, stability, disruptiveness, aesthetic quality, responsibility, and danger
- Film: Licensed to Kill (film on hate crimes against gay men)
- Causes of hate crimes against gay men
- Protected status
- Stereotype rebound effect (also called stereotype suppression) (Nelson, chapter 3)
- Approaches to reducing prejudice: Colorblind, common in-group identity, confrontation technique, jigsaw classroom, education, empathy, and role, functional (Nelson, chapter 9)
- In-group bias/favoritism (Nelson, chapter 5)
- Social learning approach to understanding the origin of stereotypes and prejudice (Nelson, chapter 2)
- Stereotype maintenance
- Committed vs. consensual religiosity (Nelson, chapter 4)
- Social dominance orientation (Nelson, chapter 4)
- Fairness strategy, maximizing joint profit, maximum difference, 12:11 strategy (Pennington, chapter 5)
- Outgroup homogeneity effect (Pennington, chapter 5)
- Activation vs. application of stereotypes (Nelson, chapter 10)
- Measures of stereotypes and prejudice
- Disidentification (Nelson, chapter 6)
- Attributional ambiguity (Nelson, chapter 6)
- Metastereotypes (Nelson, chapter 6)
- Ingroup – outgroup
- Self-fulfilling prophecies, perceptual biases, predictive accuracy
- Three steps to a self-fulfilling prophecy
- Confirmation bias

**II. THEORIES AND MODELS: You should be familiar with the basic ideas of the following theories and models discussed in class.**

- Models of stereotype change: Bookkeeping, conversion, and subtyping models
- Stereotype maintenance: subtyping model, cognitive biases
- Self-enhancement function of stigmas
- Social identify function of stigmas
- System justification function of stigmas and social dominance theory
- Terror management function of stigmas
- Old fashioned racism
- Modern (symbolic) racism
- Aversive racism

- Ambivalence amplification theory
- Stereotype threat
- The unintended consequences of positive prejudice (Heilman's work)
- Contact Hypothesis (Nelson, chapter 9)
- Jigsaw classroom (Nelson, chapter 9)
- Social identity theory (Nelson, chapter 2)
- Scapegoat theory (Nelson, chapter 2)
- Relative deprivation theory (Pennington, chapter 5)
- Frustration-aggression (Pennington, chapter 5)
- Authoritarian personality, its decline, and the F-scale (Nelson, chapter 4)
- Right wing authoritarianism and the RWA scale (Nelson, chapter 4)

**III. RESEARCH STUDIES: You should be sufficiently familiar with the following studies to know the study's purpose, findings, and what theory or process it examined and whether or not it supported the prediction under investigation. You will NOT be asked to recall the names of authors or years in which a study was performed. In all exam items dealing with a study, enough information will be given to identify which study I am referring to without having to know who performed the study. Thus, don't spend time memorizing the author names or years.**

- Stereotype Change Study – Weber & Crocker (1983)
- Recall Study – Cohen (1981)
- Introverted – Extroverted Studies testing confirmation biases – Snyder & colleagues
- Attractiveness study (Snyder, Tanke, & Berscheid, 1978)
- Bogus Pipeline Study – Sigall & Page (1971)
- Taxonomy of Prejudice Measures – Maass, Castelli, & Arcuri (2000)
- Denial of Prejudice Study – Crandall (1994)
- Derogation Study – Smith (2001)
- Self-Devaluation Study – Clark & Clark (1947)
- Mayor's Study – Kinder & Sears (1981)
- Justify Prejudice Study – Katz & Glass (1979)
- Deny Prejudice Study – Katz & Glass (1979)
- Stereotype Threat Study – Steele & Aronson (1995)
- Distancing Study – Steele & Aronson (1995)
- Affirmative Action Study 1 – Heilman, Simon, & Repper (1987)
- Affirmative Action Study 2 – Heilman, Rivero, & Brette (1991)

**IV. MISCELLANEOUS ISSUES: You should be familiar with, and understand, the following ideas/questions**

- How does the IAT measure prejudice?
- What, according to Goffman (1963), is common to all stigmas?
- What is similar and different about symbolic (modern) racism, aversive racism, and ambivalence-amplification theory?
- Memory for stereotype consistent and stereotype inconsistent information
- How can social desirability explain reductions in prejudice on self-report measures
- How do disadvantaged groups cope with discrimination? (Nelson, chapter 6)
- Example items of the old fashioned and modern racism scale