

**STEREOTYPES AND THE MEDIA  
(COMM 4445)  
Fall 2022**

**Tuesdays 3:00 – 4:50 pm, Room 235 Stillman Hall**

**Instructor**

Osei Appiah, Ph.D.  
appiah.2@osu.edu

Office: 3050 Derby Hall, 614-247-5057  
Zoom Office Hours: TTH 10:00 AM – 12 PM

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**REQUIRED READINGS**

Required readings are available on Carmen. Assigned materials should be read before each class meeting. The class lectures will generally interpret, demonstrate, and extend the information and ideas in the readings.

**COURSE DESCRIPTION**

Stereotypes are generalizations indiscriminately attributed to members within a group. Stereotypes are often acquired indirectly from exposure to mass media. Given our limited experience with various groups, the media are powerful in developing, reinforcing, and validating stereotypical beliefs and expectations we have concerning certain groups.

The general purpose of this course is to expose students to the existence and impact of stereotypes in the media. This course will explore stereotypes in advertising, news, and entertainment media and their effects on audiences. Although this course will examine media stereotypes related to race/ethnicity, gender, class, and sexual orientation, much of the emphasis will be on stereotypes associated with Blacks.

## COURSE OUTCOMES AND OBJECTIVES

1. Define and explain stereotypes and how stereotypes impact people's impressions of themselves and others
2. Understand and apply social-scientific communication and social psychological theories including priming, framing, stereotype threat, mediated intergroup contact theory, social comparison theory, and cultural voyeurism - to predict and explain communication phenomena
3. Identify and understand how media coverage of race/ethnicity, and gender shapes society and the importance and value people place on specific political issues and social categories

## CLASS GRADING/REQUIREMENTS

1. **Midterm** (33.3%) will be available from **12:01 am until 11:59 pm on Monday, October 10<sup>th</sup>** and will consist of multiple choice and short answer questions. Once you access the exam you will have approximately 80 minutes to complete it. You are not able to start, stop, and then restart the exam. Midterm exam will use **Proctorio**.
2. **Paper** (33.3%). **Due Thursday, November 17<sup>th</sup> at 11:59 pm**. This paper will address a topic area discussed in class that is related to stereotypes and media. Students are expected to integrate course readings, theories, and concepts in the paper. The paper should be 6 double-spaced pages and include at least 6 different references from the course syllabus and from outside sources. Paper should be primarily based on course readings and lectures. Theories, literature, and other information from the course must be used to support paper arguments! **Must use APA Style** format.
3. **Final Exam** (33.4%) will be **available from 12:01 am to 11:59 pm on Friday, December 9<sup>th</sup>** and will consist of multiple-choice questions. Like the midterm, you will have approximately 80 minutes to complete it and you cannot re-enter the exam once you have left the page. **Proctorio**.

### Approximate Grade Breakdown

A = 100-93%	B = 86-83%	C = 76-73%	D = 66-63%
A- = 92-90%	B- = 82-80%	C- = 72-70%	E = 62-0%
B+ = 89-87%	C+ = 79-77%	D+ = 69-67%	

## COURSE EXPECTATIONS & GUIDELINES

### Faculty Feedback and Response

The instructor will respond to all emails and the Course Q&A discussion board within 24 hours on weekdays. Assignments are generally graded and returned within 7-10 days of submission. It may take a bit longer to grade papers.

## **Late Assignments**

Late submissions for assignments will incur a 20% penalty each day the submission is late. Please do not email your paper to the professor or to the TA. We will open the assignment window for you so that you can **upload it for the plagiarism check**. It will not be counted as submitted until you have submitted it to Carmen.

In order to have a paper or post accepted with no penalty after the assignment period closes you must have a medical excuse or a note from Carmen/Canvas staff documenting an actual problem that would have affected your submission.

## **Student Academic Services**

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

## **Student Services**

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

## **Writing Center**

All students, especially those who have difficulty writing, are encouraged to visit the *OSU Writing Center*. Their web address is <https://cstw.osu.edu/writing-center> and their phone number is 688-5865. The Writing Center offers two kinds of tutorials: 1) Scheduled, 50-minute tutorials in 4120A Smith Lab and 2) Drop-in, 20-minute tutorials at our satellite centers (First floor Thompson Library and 114 Smith-Steeb Residence Hall)

## **Copyright Disclaimer**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## **Diversity**

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

This classroom is a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class

## Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu>.

## Academic integrity policy

### Policies for this online course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you have explored in previous courses, please discuss the situation with the instructor.

## Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

## Accessibility accommodations for students with disabilities

### Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu) ; 614-292-3307; [slds.osu.edu](http://slds.osu.edu) ; 098 Baker Hall, 113 W. 12th Avenue.

## TECHNOLOGY GUIDELINES

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

### Carmen

- Carmen, Ohio State’s Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](http://Carmen.osu.edu). Log in to

Carmen using your name.# and password. If you have not setup a name.# and password, visit [my.osu.edu](http://my.osu.edu).

- Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
- **This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.**
  - [Carmen accessibility](#)

## Secured Media Library

- Media materials for this course will be made available via the Secured Media Library. [go.osu.edu/SecuredMediaLibrary](http://go.osu.edu/SecuredMediaLibrary)
- To obtain additional help for use of the Secured Media Library, please email [emedial@osu.edu](mailto:emedial@osu.edu)
- Frequently Asked Questions and support can be found at <https://resourcecenter.odee.osu.edu/secured-media-library>

## Proctorio

"Proctorio, an online proctoring tool, will be used during this course. Proctorio offers you flexibility to take your exams at the time and in the location of your choosing. **Students are required to have a webcam (USB or internal) with a microphone** and a strong and stable internet connection. During the course of an exam, Proctorio will record the testing environment, therefore students should select private spaces for the exam session where disruptions are unlikely and where recording devices can be enabled. Instructions for Proctorio use will be provided. To use Proctorio you must be **over 18 years of age**. Additionally, the tool has **limitations in its accessibility** for students reliant upon screen readers and keyboard navigation. If you have concerns about using an online proctoring tool for the reasons listed above or in general, please work with your instructor to find an equivalent alternative. Additional information on academic integrity at Ohio State and [recommended proctoring options](#) are available." Proctorio may not work using a tablet or cell phone. **Please use a laptop or desktop to complete your midterm and final exam on Proctorio.**

## Zoom

- Office hours will be held through Ohio State's conferencing platform, Zoom. A separate guide to accessing Zoom and our office hours is posted on the course Carmen page under the Student Resources Module.
  - Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Zoom for the student to live chat with the professor in the virtual office hours room.
  - Help guides on the use of Zoom can be found at the Office of Distance Education (ODEE) at [ode.osu.edu](http://ode.osu.edu).
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
  - **Phone:** 614-688-HELP (4357)
  - **Email:** [8help@osu.edu](mailto:8help@osu.edu)
  - **TDD:** 614-688-8743

## Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

## Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Web cam and microphone

## Necessary software

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.
- OSU students have access to Microsoft Office products free of charge. To install, please visit [https://osuitsm.service-now.com/selfservice/kb\\_view.do?sysparm\\_article=kb04733](https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733)

## STUDENT PARTICIPATION REQUIREMENTS

### • Office hours:

We are available to help you to learn, understand, and grow as individuals. If your question is something that you believe may be of interest to others in the class, please post to the “Course Q&A” discussion board. Office hours are digital via Zoom.

- Dr. Appiah’s office hours can be found at the following link:
- <https://osu.zoom.us/j/95955750292?pwd=eTV3bEVubldDdVZGbmNqSmpWaHNXUT09>
- The password for Dr. Appiah’s office hours zoom link is 278149

## Discussion and communication guidelines

The following are the course expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. The instructor works very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your email and discussion board communications.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Discussion Guidelines:** A document outlining guidelines for successful participation in blog posts can be found in the Welcome Module for this course.

Disclaimer: The information provided in this syllabus constitutes a list of basic class policies. I reserve the right to modify this information when deemed necessary for any reason. You will be notified via email, and/or on Carmen Announcements if and when any changes occur.

<p><b>Week 1</b> <b>August 23</b></p>	<p style="text-align: center;"><b>I. Introduction, Overview of Course and Syllabus</b></p> <p style="text-align: center;"><b>II. Processing and Understanding Stereotypes</b></p> <p>Devine, P. (1989). Stereotypes and prejudice: Their automatic and controlled components. <i>Journal of Personality and Social Psychology</i>, 56, 5-18.</p> <p>Levin, D. E., &amp; Carlsson-Paige, N. (2005). Marketing violence: The special toll on young children of color. <i>The Journal of Negro Education</i>, 72(4), 427-437.</p> <p><b>Video:</b> "Race &amp; Sex: What We Think But Don't Say"</p>
<p><b>Week 2</b> <b>August 29</b></p>	<p style="text-align: center;"><b>III. Priming, Activating, &amp; Internalizing Stereotypes</b></p> <p>Power, J., Murphy, S., &amp; Coover, G. (1996). Priming prejudice: How stereotypes and counterstereotypes influence attribution of responsibility and credibility among ingroups and outgroups. <i>Human Communication Research</i>, 23, 36-58.</p> <p>Crocker, J. &amp; Major, B. (1989). Social stigma and self-esteem: The self-protective properties of stigmas. <i>Psychological Review</i>, 96(4), 608-630.</p> <p>Steele, C. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. <i>American Psychologist</i>, 52, 613-629.</p> <p>Kao, G. (2000). Group images and possible selves among adolescents: Linking stereotypes to expectations by race and ethnicity. <i>Sociological Forum</i>, 15(3), 407-430.</p>
<p><b>Week 3</b> <b>Sept 5</b></p>	<p style="text-align: center;"><b>IV. The Face of Crime and Poverty in the Media</b></p> <p>Eberhardt, J. L., Davies, P. G., Purdie-Vaughns, V. J., &amp; Johnson, S. L. (2006). Looking deathworthy: Perceived stereotypicality of black defendants predicts capital-sentencing outcomes. <i>Psychological Science</i>, 17(5), 383-386.</p> <p>Gilens. M. (1996). Race and poverty in America: Public misperceptions and the American news media. <i>Public Opinion Quarterly</i>, 60, 515-541.</p> <p>Badger, E., Miller, C. C., Pearce, A., &amp; Quealy, K. (2018, March 19). Extensive data shows punishing reach of racism for Black boys. The New York Times. Retrieved: <a href="https://www.nytimes.com/interactive/2018/03/19/upshot/race-class-white-and-black-men.html">https://www.nytimes.com/interactive/2018/03/19/upshot/race-class-white-and-black-men.html</a></p> <p>Abraham, L. &amp; Appiah, O. (2006). Framing of News Stories: The Role of Visual Imagery in Priming Racial Stereotypes. <i>The Howard Journal of Communications</i>, 17(3), 183-203.</p>
<p><b>Week 4</b> <b>Sept 12</b></p>	<p style="text-align: center;"><b>V. Racial Stereotypes in the News</b></p> <p>Peffley, M., Shields, T., &amp; Williams, B. (1996). The intersection of race and crime in television news stories: An experimental study. <i>Political Communication</i>, 13, 309-327.</p> <p>Tamborini, R., Mastro, D. E., Chory-Assad, R., &amp; He Huang, R. (2000). The color of crime and the court: A content analysis of minority representation of television. <i>Journalism &amp; Mass Communication Quarterly</i>, 77(3), 639-653.</p>

<p><b>Week 5</b> <b>Sept 19</b></p>	<p>Entman, R. M. (1992). Blacks in the news: Television, modern racism, and cultural change. <i>Journalism Quarterly</i>, 69, 41-61.</p> <p>Gilliam, F. &amp; Iyengar, S. (2000). Prime suspects: The influence of local television news on the viewing public. <i>American Journal of Political Science</i>, 44, 560-573.</p> <p>Marindale, C. (1996). Newspaper stereotypes of African Americans. In P.M. Lester (Ed.), <i>Images that injure: Pictorial stereotypes in the media</i>. Westport, CT: Greenwood.</p> <p>Pan, Z. &amp; Kosicki, G. (1996). Assessing news media influences on the formation of Whites' racial policy preferences. <i>Communication Research</i>, 23, 417-438.</p> <p style="text-align: center;"><b>VI. Racial Stereotypes in Entertainment TV</b></p> <p>Mastro, D. E. and Greenberg, B. S. (2001). The portrayal of racial minorities on prime time television. <i>Journal of Broadcasting &amp; Electronic Media</i>, 44(4), 690-703.</p> <p>Ford, T. E. (1997). Effects of stereotypical television portrayals of African Americans on person perception. <i>Social Psychology Quarterly</i>, 60(3), 266-275.</p> <p>Appiah, O. (2008). Stereotyping and the Media (4832-4836). <i>The International Encyclopedia of Communication</i> (ed. Donsbach), Volume 10. Wiley-Blackwell: Oxford, UK and Malden, MA.</p>
<p><b>Week 6</b> <b>Sept 27</b></p>	<p>Oliver, M. B., &amp; Armstrong, B. G. (1998). Predictors of viewing and enjoyment of reality-based and fictional crime shows. <i>Journalism &amp; Mass Communication Quarterly</i>, 72(3), 559-570.</p> <p>Armstrong, B., Neuendorf, K., &amp; Brentar, J. (1992). TV entertainment, news, and racial perceptions of college students. <i>Journal of Communication</i>, 42, 153-175.</p> <p>Shah, H. (2003). Asian culture and Asian American identities in the television and film industries of the United States. <i>Studies in Media &amp; Information Literacy Education</i>, 3(3), 1-9.</p> <p><b>Video: "Chocolate News"</b></p>
<p><b>Week 7</b> <b>October 3</b></p>	<p style="text-align: center;"><b>VII. Racial Stereotypes in Advertising</b></p> <p>Entman, R. M., &amp; Rojecki, A. (2000). Advertising Whiteness. In R. M. Entman &amp; A. Rojecki, <i>The Black Image in the White Mind</i>. Chicago: University of Chicago Press.</p> <p>Bang, H., &amp; Reece, B. B. (2003). Minorities in children's television commercials: New, improved, and stereotyped. <i>Journal of Consumer Affairs</i>, 37 (1), 42-67.</p> <p>Taylor, C. R., Landreth, S., &amp; Bang, H. (2005). Asian Americans in Magazine Advertising: Portrayals of the "Model Minority." <i>Journal of Macromarketing</i>, 25(2), 163-174.</p> <p><b>Midterm Preparation</b></p>



<p><b>Week 8</b> <b>October 10</b></p>	<p style="text-align: center;"><b>MIDTERM EXAM (Monday, October 10<sup>th</sup>)</b></p> <p style="text-align: center;"><b>VIII. Gender Stereotypes</b></p> <p>Grabe, S., Ward, L. M., &amp; Hyde, J. S. (2008). The role of media in body image concerns among women: A meta-analysis of experimental and correlational studies. <i>Psychological Bulletin</i>, 134(3), 460-476.</p> <p>Law, C., &amp; Labre, M. P. (2002). Cultural standards of attractiveness. A 30-year look at changes in male images in magazines. <i>Journalism &amp; Mass Communication Quarterly</i>, 79 (3), 697-711.</p> <p>Wolin, L. D. (2003). Gender Issues in Advertising—An Oversight Synthesis of Research: 1970-2002. <i>Journal of Advertising Research</i>, 43 (1), 111-129.</p>
<p><b>Week 9</b> <b>October 17</b></p>	<p style="text-align: center;"><b>IX. Stereotypes Involving Sexual Orientation</b></p> <p>Triplett, S. (2020, May 14). How to get away with murder was queer TV royalty. <i>Vulture</i>. Retrieved: <a href="https://www.vulture.com/2020/05/htgawm-queer-sex-scenes.html">https://www.vulture.com/2020/05/htgawm-queer-sex-scenes.html</a></p> <p>Sink, A., Mastro, D., &amp; Dragojevic, M. (2018). Competent or Warm? A stereotype content model approach to understanding perceptions of masculine and effeminate gay television characters. <i>Journalism &amp; Mass Communication Quarterly</i>, 95(3), 588-606.</p> <p>Stone, J. (2016, February 9). No more Mr. Nice gay: How TV representation changed from Will &amp; Grace to Empire. <i>The Guardian</i>. Retrieved. <a href="https://www.theguardian.com/tv-and-radio/2016/feb/09/no-more-mr-nice-gay-how-tv-representation-changed-from-will-grace-to-empire">https://www.theguardian.com/tv-and-radio/2016/feb/09/no-more-mr-nice-gay-how-tv-representation-changed-from-will-grace-to-empire</a></p> <p>St John, M. (2016). How to get away with murder is defying Hollywood “Norms.” TVOM Retrieved: <a href="https://www.tvovermind.com/get-away-murder-defying-hollywood-norms/">https://www.tvovermind.com/get-away-murder-defying-hollywood-norms/</a></p> <p><b>Video: “Will &amp; Grace”</b></p>
<p><b>Week 10</b> <b>October 24</b></p>	<p style="text-align: center;"><b>X. Stereotypes and Videogames</b></p> <p>Payne, B. K. (2001). Prejudice and perception: The role of automatic and controlled processes in misperceiving a weapon. <i>Journal of Personality and Social Psychology</i>, 81, 1–12.</p> <p>Correll, J., Park, B., Judd, C. M., Wittenbrink, B. (2002). The police officer’s dilemma: Using ethnicity to disambiguate potentially threatening individuals. <i>Journal of Personality and Social Psychology</i>, 83(6), 1314-1329.</p> <p>Eastin, M., Appiah, O., &amp; Cicchirillo, V. (2009). Identification and the influence of cultural stereotyping on post game play hostility, <i>Human Communication Research</i>, 35, 337-356.</p>

<p><b>Week 11</b> <b>October 31</b></p>	<p>Jones, V. (2008, May 5). A no-win situation: The debate over stereotypes in video games a no-win situation. The Boston Globe Retrieved December 14, 2008 in: <a href="http://www.boston.com/ae/games/articles/2008/05/05/a_no_win_situation/">http://www.boston.com/ae/games/articles/2008/05/05/a_no_win_situation/</a></p> <p style="text-align: center;"><b>XI. Complimentary and Counter Stereotypes</b></p> <p>Holt, L. F. (2013). Writing the wrong: Can counter-stereotypes offset negative media messages about African Americans? <i>Journalism &amp; Mass Communication Quarterly</i>, 1-18.</p> <p>Czopp, A. M., &amp; Monteith, M. J (2006). Thinking well of African Americans: Measuring complimentary stereotypes and negative prejudice. <i>Basic and Applied Social Psychology</i>, 28(3), 233-250.</p> <p>Park, J. H., Gabbadon, N. G., &amp; Chernin, A. R. (2006). Naturalizing racial differences through comedy: Asian, Black, and White views on racial stereotypes in <i>Rush Hour 2</i>. <i>Journal of Communication</i>, 56, 157-177.</p> <p>Kawai, Y. (2005). Stereotyping Asian Americans: The dialectic of the model minority and the yellow peril. <i>Howard Journal of Communications</i>, 16, 109-130.</p>
<p><b>Week 12</b> <b>November 7</b></p>	<p style="text-align: center;"><b>XII. Effects of Direct and Indirect Contact on Stereotype Formation</b></p> <p>Mastro, D. E., &amp; Tropp, L. R. (2004). The effects of interracial contact, attitudes, and stereotypical portrayals on evaluations of black television sitcom characters. <i>Communication Research Reports</i>, 21(2), 119-129.</p> <p>Fujioka, Y. (1999). Television portrayals and African-American stereotypes: Examination of television effects when direct contact is lacking. <i>Journalism and Mass Communication Quarterly</i>, 76, 52-75.</p> <p>Ortiz, O., &amp; Harwood, J. (2007). A social cognitive theory approach to the effects of mediated intergroup contact on intergroup attitudes. <i>Journal of Broadcasting &amp; Electronic Media</i>, Dec2007, 51(4), 615-631.</p>
<p><b>Week 13</b> <b>Nov 14</b></p>	<p style="text-align: center;"><b>XIII. Social Comparison and Stereotypes</b></p> <p>Blanton, H., Crocker, J., &amp; Miller, D. T. (2000). The effects of in-group versus out-group social comparison on self-esteem in the context of a negative stereotype. <i>Journal of Experimental Social Psychology</i>, 36, 519-530.</p> <p>Leach, C. W., &amp; Smith, H. (2006). By whose standard? The affective implications of ethnic minorities' comparisons to ethnic minority and majority referents. <i>European Journal of Social Psychology</i>, 36, 747-760.</p> <p style="text-align: center;"><b>FINAL PAPER DUE Thursday, November 17<sup>TH</sup></b></p>
<p><b>Week 14</b> <b>Nov 21</b></p>	<p style="text-align: center;"><b>XIV. Cultural Voyeurism and Stereotype Reduction</b></p> <p>Appiah, O. (2018). Cultural Voyeurism: A New Framework for Understanding Race, Ethnicity, and Mediated Intergroup Interaction. <i>Journal of Communication</i>, 68, 233-242.</p>

<p><b>Week 15</b> <b>Nov 28</b></p>	<p>Culter, C. A. (1999). Yorkville crossing: White teens, hip hop and African American English. <i>Journal of Sociolinguistics</i>, 3/4, 428-442.</p> <p>Dovidio, J. F., ten Vergert, M., Stewart, T. L., Gaertner, S. L., Johnson, J. D., Esses, V. M., Riek, B. M., Pearson, A. R. (2004). Perspective and prejudice: Antecedents and mediating mechanisms. <i>Personality and Social Psychology Bulletin</i>, 30(12), 1537-1549.</p> <p>Shih, M., Wang, E., Bucher, A. T., &amp; Stotzer, R. (2009). Perspective taking: Reducing prejudice towards general outgroups and specific individuals. <i>Group Processes &amp; Intergroup Relations</i>, 12(5), 565-577.</p> <p><b>Final Exam Preparation</b></p> <p style="text-align: center;"><b>FINAL EXAM Friday, December 9<sup>th</sup></b></p>
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