



A Scientific Perspective on Social Diversity

The Center on the Science of Diversity at Northwestern University seeks to bring together scholars who share a common interest in the challenges and opportunities associated with social diversity, in order to foster novel and integrative thinking about how best to create and sustain diverse social institutions, organizations, and groups of all kinds.

During the 2008-09 academic year, we will be sponsoring a series of exciting public talks by leading diversity scholars. We cordially invite you to participate.

Co-Directors

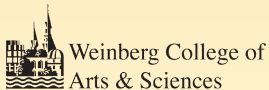
Katherine W. Phillips

Management and Organizations Department, KSM

Galen Bodenhausen

Department of Psychology, WCAS

Marketing Department, KSM



Weinberg College of
Arts & Sciences



Kellogg
School of Management

kellogg.northwestern.edu/research/csdiversity

Center on the Science of Diversity
Northwestern University
2029 Sheridan Road
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Distinguished Speaker Series

Fall 2008

Promoting academic, managerial and educational research on the impact of diversity on society.



NORTHWESTERN
UNIVERSITY



Distinguished Speaker Series

The **Center on the Science of Diversity** is pleased to bring the following distinguished scholars to campus for a stimulating series of public talks. The speakers represent a broad spectrum of disciplinary specialties, and each will address topics concerning the impact of diversity on the lives of individuals and institutions. Scholars and students from diverse intellectual backgrounds are invited to join us for what is sure to be a very stimulating series of events. In each case, a reception for the speaker will follow.

Wednesday, October 22, 2008

4:00–5:00pm

Norris Center, 202 Northwestern Room



Jennifer L. Eberhardt

Associate Professor of Psychology
Stanford University

“The Criminalization and Dehumanization of Blacks in the Modern Era”

Jennifer Eberhardt’s research focuses primarily upon racial stereotyping, prejudice, and stigma; specifically, she has studied the effects of social knowledge and representations on visual perception, attention, and memory. Currently, she and her colleagues are examining associations between race and crime. She is especially interested in how representations of Black Americans as criminal can guide visual processing. She continues to explore the effects of stereotypicality on a variety of phenomena, ranging from visual perception to criminal sentencing. Several of Eberhardt’s projects have also addressed the role of social identity cues in visual perception. Another area of interest to her is that of implicit racial ideologies, or lay theories of race, and how such beliefs affect perceptions of societal inequities. Finally, Eberhardt has examined how knowledge of racial categories influence face processing. She is exploring this through neuroimaging studies that examine the role of the fusiform face area (FFA) in producing the cross-race effect.

Recent titles:

- *Biological conceptions of race and the motivation to cross racial boundaries.*
- *Not yet human: Implicit knowledge, historical dehumanization, and contemporary consequences.*
- *Seeing Black: Race, crime, and visual processing.*

Wednesday, November 12, 2008

4:00–5:00pm

Jacobs Center, Room G27



Robert L. Selman

Roy Edward Larsen Professor of
Education and Human Development
Professor of Psychology
Harvard University

“Can Adolescents Learn to Value Diversity by Studying the History of Intolerance?”

Robert Selman founded the Risk and Prevention Program at the Harvard Graduate School of Education in 1992 and served as its first director through 1999. At the Harvard Medical School, he is professor of psychology in the Department of Psychiatry, where he serves as senior associate at the Judge Baker Children’s Center and at the Department of Psychiatry at Children’s Hospital Boston. Selman has engaged in research and practice focused on how to help children develop social awareness and engagement competencies as a way to reduce risks to their health and to promote their social relationships as well as their academic performance. Currently, he does practice-based research, studying interpersonal and intergroup development across the age range from preschool through high school. His current work on the promotion of children’s understanding of ways to get along with others from different backgrounds is conducted in the context of literacy and language arts curricula at the elementary level; in school-based programs designed to coordinate support and prevention services for students at the middle-grade level in public schools; and in the social studies, literature, and history curricula at the high-school level. He is author of the book titled *The Promotion of Social Awareness: Powerful Lessons from the Partnership of Developmental Theory and Classroom Practice* (2007, Russell Sage Foundation).

Coming Spring 2009

April 8, 2009

Robin J. Ely

Professor of Organizational Behavior
Harvard Business School

April 22, 2009

Frank Dobbin

Professor of Sociology
Harvard University

May 13, 2009

Michael C. Dawson

John D. MacArthur Professor of Political Science
University of Chicago

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