disadvantaged students admitted to prestigious universities are able to enjoy an educational experience they might not otherwise have had. Racial and ethnic diversity also enrich the intellectual climate of a university and thereby promote a higher learning experience for all students, regardless of race or ethnicity (Crosby, Iyer, Clayton, & Downing, 2003). In short, instead of suggesting that affirmative action programs should be abolished, the data point out that steps should be taken to ensure that those who are chosen by race or gender remain motivated to succeed by believing that competence played a role in their selection. In addition, minority group members should receive assurances that they are capable of performing at high levels of achievement and that their teachers and employers are confident in their ability to succeed (Cohen, Steele, & Ross, 1999; Harber, 1998).

V. Reducing Prejudice

When studying the nature of prejudice, no issue is more important than a consideration of how it can be reduced. Over the years, many different approaches have been tried. For the most part, these approaches fall into two camps: One approach attempts to alleviate prejudice by changing the way people think about minority groups members; the other attempts to reduce prejudice by altering the way people behave toward minority group members.