



**Psychology 356
Psychology of Prejudice
Fall 2015**

Course Information

Meeting Days	Tuesday and Thursday
Meeting Time	10:30-11:50
Location	LBC 201
Credits	3, two 80 minute meetings per week

Contact Information

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Office hours	Thursdays from 9-10:30, by appointment, or if my door is open ☺

Overview and Goals

The general purpose of this course is straightforward. By the end of the course, students should have a broad understanding of basic theories and research in the area of stereotyping, prejudice and discrimination. The vast majority of this research stems from a social psychological perspective, but is influenced by psychology as a larger discipline. Throughout the course, we will investigate the roots of prejudice, historical and contemporary forms of prejudice, theories about prejudice, consequences of prejudice, and possible ways to reduce prejudice.

The two major goals for this course are as follows:

1. **Content Knowledge:** Students in this course will identify and apply psychological theories about stereotyping, prejudice, and discrimination as they relate to a range of group and individual identities. This goal is assessed through exams.
2. **Research Skills (APA Goal #2):** Students in this class are building on skills from prior classes and working toward a senior thesis in Psychology. Thus, this class will enhance students' ability to think critically about the scientific method via research on prejudice. Research skills and critical thinking about research will be assessed through thought papers, class discussion, and designing and conducting basic psychological research about prejudice.

Note:

1. This course has prerequisites. You must have taken PSYC 245 (Stats and Methods) OR have junior standing AND a declared major other than Psychology.

Texts

Whitley, B. E. & Kite, M. E. (2010). *The Psychology of Prejudice and Discrimination* (2nd Ed.). Belmont, CA: Wadsworth.
ISBN: 0495599646

This text is optional, but an excellent resource.

There will be **required** reading material posted on Moodle.

Classroom Behaviors

There is one fundamental guiding principle in my classrooms: RESPECT. I give you, my students, respect, and I expect that you will treat me, your fellow classmates, the material we cover, and the classroom itself with respect. Although not an exhaustive list, the following are behaviors that I consider disrespectful:

- Speaking while other people are speaking.
- Arriving late to class.
- Using language that is derogatory, cruel, or insensitive. For example, use of words such as “gay” or “retarded” *out of context* is disrespectful, as is language that is demeaning to an individual or group.
- Engaging in activities unrelated to class during class time (e.g., listening to music, reading the paper, working on homework for other classes, etc.).
- Using your cell phone during class for calls, text messages, games, the internet, etc. Should your phone ring in class, I reserve the right to answer it (as you can answer mine if it rings).
- Using a laptop for anything unrelated to class. In general, I allow laptops in my class, but I reserve the right to disallow them for individuals or the class as a whole should they become a problem.
 - Because this is an upper level course, laptops should generally not be present during discussion periods, but they can be used on lecture days.
- Sending an email without proper etiquette (e.g., no greeting, lack of capitals, etc.).

Grades

Your final grade for this course will be based out of a total of 300 points. In this class I will not round grades. The points break down as follows:

100 points	Exams
100 points	Research Project
30 points	Discussion Day Participation
45 points	Discussion Day Response Papers
25 points	Free-writing Assignments

I assign grades using the following scale:

<u>Percentage</u>	<u>Points</u>	<u>Grade</u>
100%	300	A+
93-99.9%	279-299	A
90-92.9%	270-278	A-
87-89.9%	261-269	B+
83-86.9%	249-260	B
80-82.9%	240-248	B-
77-79.9%	231-239	C+

73-76.9%	219-230	C
70-72.9%	210-218	C-
65-69.9%	195-209	D
0-64.9%	0-194	F

Exams

There will be two exams over the course of the semester (one about half-way through, one toward the end). These exams will each be worth 50 points and will cover material from lectures, not from discussion days. These exams will be a mixture of formats, including 15 multiple choice questions (each worth 1 point), four short answer questions (3-7 sentence responses, each worth 5 points), and one long essay (worth 15 points). Exams will take place during class. No notes or texts are permitted for the exams.

Research Project

Throughout the entire semester, you will work with a small group on a research project related to prejudice, stereotyping, and/or discrimination. This assignment will have multiple parts and will be worth 100 points. Although more information will be forthcoming, the basic elements are as follows:

Part 1: In their small group, you will find, review, and synthesize a minimum of 6 empirical research articles related to their research topic. *30 points*

Part 2: You will create a research study to address your question of interest, obtain IRB approval, and collect data from other Earlham students. *20 points*

Part 3: Your research group will present background research, your method, and results to the rest of the class. *20 points*

Part 4: INDIVIDUALLY, you will design a follow-up study to their group's research project. *30 points*

Discussion Day Participation

Because this is a seminar course, it includes regular in-class discussion. If you are uncomfortable with class discussion in general, discussing sensitive topics such as those in this class will likely make you more uncomfortable. For this reason, think about your own comfort with class discussion and use this class to develop your own participation skills. You will get a participation grade for each day of class discussion, although I will drop your TWO lowest discussion day grades. Your discussion day grades will be based on the scale below.

Type of contributor			
Positive	Neutral	Negative	Absent
3	2	1	0

I define "type of contributor" in the following way:

- *Positive contributors* speak regularly in class, bring up questions of her/his own, respectfully respond to others in the class, do not dominate the discussion, and/or attempt to synthesize ideas or apply concepts.
- *Neutral contributors* do not speak regularly in class, avoid speaking unless called upon specifically, bring up concepts that are completely unrelated, and/or simply reiterate previous points from others or from the reading(s).
- *Negative contributors* derail or dominate class discussions, belittle or berate others in the class, do not acknowledge other perspectives, spend time texting/emailing in class, and/or engage in work for other classes.

Discussion Day Response Papers

Almost weekly, we will have a discussion day centered on reading(s) assigned for that day. These readings will relate to the topic of that week's lecture. As a preparatory exercise for our class discussions, you will write a response paper about the articles you read. There will be one response paper due at the end of class on the days we discuss the readings. However, each student will be assigned one day when you do NOT have to turn in a response paper; this will be organized in the first days of class. In addition, I will drop your lowest two response paper grades. Each response paper should have the following two components:

- Some type of summary
 - Experimental studies: a visual representation of the design for the study(ies); a list of independent variables with their types, levels, and operationalization; and a list of dependent variables and their operationalization
 - Correlational studies: a list of the predictor variables and outcome variables, as well as how each variable is operationalized
 - Essays: write a 3-5 sentence summary of the main points and your own response
- 2-3 questions to pose to the class that will stimulate discussion (*these questions must be of your own creation, but do not need to cover every article*)
 - Think about applying the readings to your life; effects of methodological changes; things that confused you; concepts you strongly agreed or disagreed with; ways to integrate that day's readings with other things we have read; etc.

Response papers will be graded on a 5/3/1/0 system. Below is the grading criteria.

5	Fundamentally sound understanding of methods, thoughtful questions
3	Sound understanding but missing/weak questions; or misunderstanding methods
1	Misunderstanding methods and missing/weak questions; or missing an article
0	Missing papers

Free-writing Assignments

There will be five times throughout the semester when I will provide a prompt based on material for that day's lecture at the beginning or end of class. You will respond to this prompt based on your own ideas and opinions (there is no "right" answer for these assignments). There is no way to make up a free-writing assignment and they will not be announced ahead of time.

- These will be graded on a 5/3/1/0 system. A 5 will be given when responses show critical thinking and a "good faith effort" into engagement with the material. A 3 will be given when responses engage partially with the material. A 1 will be given when responses have little thought associated with them. A 0 is for missing assignments.

Late Work

Your best option is to turn in all of your work on time. Assignments are considered late if they are handed in any later than the class period in which they are due. Late assignments will be accepted, but they will be accepted with a steep penalty attached. Specifically, for every day an assignment is late, you will lose 20% of the possible points for that assignment. Thus, even if your assignment is only one day late, the maximum possible score you can receive is an 80% (or a B-), which assumes you get every possible point available. Saturday and Sunday count as "days" in this equation. Therefore, if a paper was due on Friday and you turn it in on Monday, it is three days late. However, free-writing assignments cannot be turned in late and you cannot make up points for missed discussion days.

Academic Dishonesty

As stated in Earlham's academic integrity policy, we expect that students will be honest seekers of knowledge for the duration of their academic career. This honesty carries with it the responsibility to do your own work, to avoid doing others' work for them, and to properly attribute ideas to their original source. Violations of the academic integrity policy will be reported and will result in a penalty fitting the violation. Finally, it is the responsibility of each person at Earlham to uphold the academic integrity policy by holding the self and others accountable. This means that should any person see or suspect a violation of the academic integrity policy, that person is responsible for taking the appropriate action. For more information on Earlham's academic integrity policy, please see the following website:

<http://www.earlham.edu/curriculum-guide/academic-integrity>.

In this course, academic dishonesty could take many forms, such as copying another person's answers on an exam, plagiarism of a research article, etc. These forms of academic dishonesty, as well as any other forms, will result in a zero on the assignment in question and will be reported to the Associate Academic Dean. Egregious or repeated violations may result in a failing grade.

Individual Assistance

If you feel as though you are struggling with material within this class, do not wait to get help. There are tutors available for this class and I am available during office hours or by appointment. I strongly urge you to use foresight and your own knowledge of yourself as a student to assess your need for assistance. Keep in mind that the exams cover a lot of material.

Students with Disabilities

Students with any type of documented disability requiring reasonable classroom accommodations need to request accommodation memos from the Academic Enrichment Center. If you are a student with a disability that affects you in an academic setting, please let me know as soon as possible. I am more than willing to accommodate student needs; but I can't help if I don't know. Many accommodations require early planning, therefore requests for accommodations should be made as early as possible (with both the Academic Enrichment Center and with me). For more information on Earlham's commitment to students with disabilities, please see the following website:

<http://www.earlham.edu/policies/learning-disabilities>.

Tentative Schedule – PSYCH 356
Psychology of Prejudice

WEEK	DATE	TOPIC	NOTES
1	Aug 27	Welcome, Introduction, and Logistics	
2	Sep 1	Putting us on the same page – definitions and methods	Chapters 1 & 2
	Sep 3	<i>Discussion Day:</i> McIntosh Research group organization	
3	Sep 8	Categorization and how stereotypes work	Chapter 3
	Sep 10	<i>Discussion Day:</i> Caruso; Sanchez	
4	Sep 15	Activating and inhibiting stereotypes	Chapter 4
	Sep 17	<i>Discussion Day:</i> Johnson; Mussweiler	
5	Sep 22	How our states influence prejudice	Chapter 5
	Sep 24	<i>Discussion Day:</i> Amodio; Swim (Studies 1 & 4 only)	
6	Sep 29	Prejudice then and now	Chapter 6
	Oct 1	Personality and prejudice	Chapter 7
7	Oct 6	<i>Discussion Day:</i> Roets; Klein	
	Oct 8	<i>Exam #1:</i> covers chapters 1-7	
8	Oct 13	Children and prejudice	Chapter 8
	Oct 15	<i>No class: Mid-semester Break</i>	
9	Oct 20	Theories about prejudice	Chapter 9
	Oct 22	<i>Discussion Day:</i> Branscombe; Becker	
10	Oct 27	Acting it out → discrimination	Chapter 10
	Oct 29	<i>Discussion Day:</i> LaFrance; Morgan	
11	Nov 3	The target's perspective	Chapter 11
	Nov 5	<i>Discussion Day:</i> Kohn; Wang	
12	Nov 10	Gender matching or gender deviance	Chapter 12
	Nov 12	<i>Discussion Day:</i> Bosson; Gervais	
13	Nov 17	Triple A → age, ability, or appearance	Chapter 13
	Nov 19	<i>Discussion Day:</i> Vartanian; Cuddy	
14	Nov 24	<i>No class: Fall Break</i>	
	Nov 26	<i>No class: Fall Break</i>	
15	Dec 1	Reducing Prejudice	Chapter 14
	Dec 3	<i>Discussion Day:</i> Plous_AA; Czopp; Stewart	
16	Dec 8	<i>Exam #2:</i> covers chapters 8-14	
	Dec 10	<i>Discussion Day:</i> Plous_Dissonance; Opatow	
17	Dec 17 2 pm	Final Exam Session: Research Group Presentations	<i>Individual part of Research Project due by 5 pm</i>

Note: articles can be found on Moodle

This schedule may change. Changes made will be announced in class and posted to Moodle.