



Psychology of Group Prejudice

AAS 3700, Section 1, CRN 31566
CHS 3700, Section 1, CRN 31573
PSY 3700, Section 1, CRN 31503
WMS 3700, Section 1, CRN 31315

Monday/Wednesday
11:00am-12:15pm
Plaza (PL) 238

Your Resources

I'm looking forward to this course! I love teaching, and I particularly love teaching this class, since it is in my area of specialization. I have a Ph.D. in social psychology, in the area of intergroup relations. Below, I've listed several ways to get in touch with me, so please use the way(s) that work for you! -AR

Anna Ropp, Ph.D.

Email	aropp@msudenver.edu
Phone	303-556-5630
Office	Plaza 220W
Office hours (walk in)	Tues: 2:00-3:15; 5:00-6:15 Thurs: 2:00-3:15 Stop by and see me during these times!
Office hours (by appt)	Wednesday, 9:30-10:45am Make an appointment to see me during this time by calling 303-556-3205 or stopping by the Psychology Department Office (PL 220).

Other times (by appt)	If the times to the left don't work, make an appointment with me for another time.
Instant messaging	AOL Instant Messenger, Windows Live Messenger, Google Talk, Skype Username: annaropp
Instant messaging	Yahoo Instant Messenger

ing	Username: annaropp@ymail. com (but please email me at aropp@msudenve r.edu)
Other	Twitter, Facebook

	Username: annaropp
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The course has an optional Facebook page, where I will post information related to the topic of this course. It's also a place where you can connect with other students.
<https://www.facebook.com/groups/PsychofPrejudiceSpring2013/>

The Course

This course examines prejudice, stereotyping and discrimination from a social psychological perspective. The official description states, "This course covers psychological theory and research that examines causes, consequences, and ways of reducing prejudice and discrimination. Various expressions of prejudice and discrimination are addressed, most notably racism and sexism."

Course Objectives

The goal of this course is to increase your knowledge of the psychological mechanisms underlying prejudice, stereotyping and discrimination. This information will be helpful to you now and in the future in navigating our increasingly diverse environment.

Specific objectives include:

- A. Understand the major psychological theories pertaining to the development, maintenance, and reduction of prejudice
- B. Understand the psychological mechanisms involved in stereotyping and discrimination
- C. Correctly apply course content to real-world situations, both verbally and in writing
- D. Identify key information from primary sources
- E. Locate primary sources in order to draw your own conclusions about the research

Required Materials

- 1) Whitley, B. E., & Kite, M. E. (2010). *The psychology of prejudice and discrimination* (2nd ed.). Belmont, CA: Wadsworth Cengage Learning.
- 2) i>clicker
 - Please bring your i>clicker to class every day.

- The i>clicker is an electronic response system. I'll ask questions in class which you can answer with your i>clicker.
- When an i>clicker response is received correctly, a light on your i>clicker will flash green. It's your responsibility to make sure that your responses are being received.
- Both i>clicker participation points (for your grade) and your attendance record (possibly for the Registrar's Office) will be determined by your answering questions with your i>clicker.
- The i>clicker takes 3 AAA batteries. It's fairly common for students to have to replace the batteries at some point during the semester.

Evaluation

I designed this course to help you build skills that will help you in graduate school and in your career. Each requirement was intentionally created with this goal in mind.

Exams

3 exams; 100 points each

There will be 3 exams in this course. Exams will cover material from the readings and from class. Exams will consist of multiple choice and essay questions. Please bring a scantron 882 and a #2 pencil with you to class on exam days. Exam #3 will be during this course's final exam time, but it will not be a cumulative exam. Review sheets for each exam will be handed out one week prior to the exam.

Relevance: Taking exams helps students understand and consolidate course information. Additionally, these three exams are consistent with course objectives A, B, C, and D. (Course objectives can be found on page 2 of this syllabus.)

Literature Review

Draft 50 points; Final Version 100 points

You will write one research paper (i.e., literature review) in this class on a topic from the course that is of particular interest to you. The draft of this paper is due on Wednesday, March 20, by 11:59pm. The draft should be as good of a paper as you can write. The final paper, revised based on the feedback you receive, is due on Wednesday, April 31, by 11:59pm. Both the draft and the final paper should be uploaded to Blackboard in either a Word (.doc or .docx) or Rich Text Format (.rtf) file. **A separate handout will explain the requirements in more detail.** We will also talk many times during the semester about how to conduct and write a literature. I am happy to mentor you through the process.

Relevance: Writing a literature review will help you learn how to access and interpret original research, as well as how to integrate this information into a paper. These skills are important in graduate school, and they translate to skills appropriate for many

different careers. This requirement is consistent with course objectives D and E, as well as A and/or B.

Reflection Papers

20 points each; 100 points total

You have an opportunity to write reflection papers, reflecting on the material from class. Please note that these are NOT diaries – these reflective papers are intended to be intelligent responses to the material you are learning. There are 6 opportunities throughout the semester to turn in reflection papers. Only your top 5 grades for these papers will be used in determining your final grade. **A separate handout will explain these papers in more detail.** Your first paper will be due by Wednesday, February 6 by 11:59pm (on Blackboard). Other due dates are indicated on the course schedule.

Relevance: Being able to apply the theories you are learning to real-world situations is a valuable skill. Additionally, periodic reflection on what you are learning will help you remember the course information. This requirement is consistent with course objective C, and, depending on the topic of papers, it is also consistent with A and/or B.

i>clicker Participation

50 points

i>clicker questions will be asked in every class (except for the first day of class and exam days). Please bring your i>clicker to class and answer the i>clicker questions to earn points in this course. You will need to answer a majority of questions in class each day to earn points. If you don't bring your i>clicker or if your i>clicker doesn't work, you will not earn i>clicker participation points that day, and you will not be credited with attending class that day, in cases where I have to report on your attendance.

Relevance: The i>clicker questions will help you understand the course material, as well as give you practice in answering multiple choice questions on this material. This requirement is consistent with course objectives A, B, and C.

Attendance/Participation

I would love to have great discussions in class each day! To be able to have these discussions, your attendance and participation is very important. Please be prepared for each class, having read the material. I'll hand out discussion questions for each class a week or so before the class to help you prepare for the discussion. If you are able to answer the questions and discuss your answers in class, then we have the potential to have a great discussion-oriented class.

Relevance: The ability to be involved in a discussion of theories and ideas is a valuable skill, and that skill will transfer to graduate school and beyond. It's particularly helpful to be able to discuss what can be sensitive topics in an open, non-defensive way.

Assignment	Points
Exam #1	100
Exam #2	100
Exam #3	100
Reflection Papers (top 5 grades)	100
i>clicker Participation	50
Lit review draft	50
Lit review final	100
Total	600 pts

Total Pts	Final Grade
555-600	A
540-554	A-
525-539	B+
495-524	B
480-494	B-
465-479	C+
435-464	C
420-434	C-
405-419	D+
375-404	D
360-374	D-
0-359	F

Policies and Procedures

On the first day of class, we will discuss the expectations and class norms that you would like to have for this course. To get us started, here are a few of my policies.

Academic Dishonesty

I, like a lot of academics, tend to get grumpy if students cheat or plagiarize. (Ask me why in class!) At the same time, I know that many students don't know what plagiarism is or is not. In the context of writing your literature review, we will discuss how not to plagiarize someone else's work. See the official Academic Integrity Policy on the last page of the syllabus for more information.

Interruptions

Please turn off all cell phones, pagers and other beeping devices! Cell phones ringing have been shown to interfere with other student's performance (End, et al., 2010). If you

have a situation in which you may need to be called during class, please talk to me about the situation. Also, if you need to arrive late or leave early, please talk to me. I am very distracted when students leave the classroom unexpectedly, however it's much easier for me to adapt when I know about it beforehand.

Snow/Weather Closures

In the event of bad weather, please go to <http://www.ahec.edu> or call 303-556-2401 to find out if the Auraria campus is closed. In the event of campus closure, information about any possible schedule changes will be posted this course's Blackboard page. It will also be posted on the course's Facebook group page.

Reading List

All of these readings are available for download on the course's Blackboard site. The class schedule (on the next page) indicates when we will read the articles.

Reading #1	Word, C. O., Zanna, M. P., & Cooper, J. (1974). The nonverbal mediation of self-fulfilling prophecies in interracial interaction. <i>Journal of Experimental Social Psychology</i> , 10, 109-120.
Reading #2	Weber, R., & Crocker, J. (1983). Cognitive processes in the revision of stereotypic beliefs. <i>Journal of Personality and Social Psychology</i> , 45(5), 961-977. doi:10.1037/0022-3514.45.5.961
Reading #3	Fein, S., von Hippel, W., & Spencer, S. J. (1999). To stereotype or not to stereotype: Motivation and stereotype activation, application, and inhibition. <i>Psychological Inquiry</i> , 10(1), 49-54.
Reading #4	Gawronski, B., Peters, K. R., Brochu, P. M., & Strack, F. (2008). Understanding the relations between different forms of racial prejudice: A cognitive consistency perspective. <i>Personality and Social Psychology Bulletin</i> , 34(5), 648-665.
Reading #5	Glick, P., & Fiske, S. T. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality. <i>American Psychologist</i> , 56(2), 109-118.
Reading #6	Herek, G. M. (2010). Sexual orientation differences as deficits: Science and stigma in the history of American psychology. <i>Perspectives on Psychological Science</i> , 5(6), 693-699. doi:10.1177/1745691610388770
Reading #7	Rowatt, W. C., & Franklin, L. M. (2004). Christian orthodoxy, religious fundamentalism, and right-wing authoritarianism as predictors of implicit racial prejudice. <i>The International Journal for the Psychology of Religion</i> , 14(2), 125-138.
Reading #8	Vescio, T. K., Sechrist, G. B., & Paolucci, M. P. (2003). Perspective taking and prejudice reduction: The meditational role of empathy arousal and situational attributions. <i>European Journal of Social Psychology</i> , 33, 455-472.
Reading #9	Sherif, M. (1999). Experiments in group conflict. In E. Aronson (Ed.), <i>Readings About the Social Animal</i> (pp. 416-425). New York: Worth.
Reading #10	Schmid, K., Hewstone, M., & Al Ramiah, A. (2012). Neighborhood diversity and social identity complexity: Implications for intergroup relations. <i>Social Psychological and Personality Science</i> .
Reading #11	Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. <i>American Psychologist</i> , 52(6), 613-629.
Reading #12	Dieddrichs, P. C. , & Barlow, F. K. (2011). How to lose weight bias fast! Evaluating a brief anti-weight bias intervention. <i>British Journal of Health Psychology</i> , 16, 846-861.

Course Schedule:

Please note that this schedule is subject to revision by the instructor.

Week	Date	Topic	Reading	Exam/Due Dates
1	Jan 21	<i>No classes – MLK Jr. Day</i>		
	Jan 23	Introductions	Syllabus	
2	Jan 28	Concepts	Ch. 1	
	Jan 30	Research Methods	Ch. 2/Rdg 1	
3	Feb 4	Social Categorization & Stereotypes	Ch. 3	
	Feb 6	Social Categorization & Stereotypes	Ch. 3/Rdg 2	Ref Paper #1
4	Feb 11	Development of Prejudice in Children	Ch. 8	
	Feb 13	Stereotype Activation & Application	Ch. 4/Rdg 3	
5	Feb 18	Stereotype Activation & Application	Ch. 4/Rdg 3	
	Feb 20	Exam #1		Exam #1
6	Feb 25	Old-fashioned/contemporary Prejudice	Ch. 6/Rdg 4	
	Feb 27	Old-fashioned/contemporary Prejudice	Ch. 6	Ref Paper #2
7	Mar 4	Gender & Sexual Orientation	Ch. 12/Rdg 5	
	Mar 6	Gender & Sexual Orientation	Ch. 12/Rdg 6	
8	Mar 12	Individual Differences in Prejudice	Ch. 7/Rdg 7	
	Mar 13	Individual Differences in Prejudice	Ch. 7	Ref Paper #3
9	Mar 18	From Prejudice to Discrimination	Ch. 10	
	Mar 20	From Prejudice to Discrimination	Ch. 10	Draft due
	Mar 25 Mar 27	<i>Spring Break – no classes</i>		
10	Apr 1	Exam #2		Exam #2
	Apr 2	Emotions and Motivation	Ch. 5	
11	Apr 8	Emotions and Motivation	Ch. 5/Rdg 8	
	Apr 10	Social Context of Prejudice	Ch. 9/Rdg 9	Ref Paper #4
12	Apr 15	Social Context of Prejudice	Ch. 9	
	Apr 17	Social Context of Prejudice	Ch. 9/Rdg 10	
13	Apr 21	The Experience of Discrimination	Ch. 11/Rdg 11	
	Apr 24	The Experience of Discrimination	Ch. 11	Ref Paper #5
14	Apr 29	Age, Ability & Appearance	Ch. 13	
	Apr 31	Age, Ability & Appearance	Ch. 13/Rdg 12	Paper due
15	May 6	Reducing Prejudice & Discrimination	Ch. 14	
	May 8	Reducing Prejudice & Discrimination	Ch. 14	Ref Paper #6
Finals Week	May 13-17	Final Exam Week Exam #3 will take place during your final exam time		Final time/date TBD

**MSU DENVER DEPARTMENT OF PSYCHOLOGY
COURSE SYLLABUS ADDENDUM**

IMPORTANT DATES FOR Spring 2013 (Dates listed are for full term, 16-week courses only.)

Tue. Jan 8	Late fee for Spring 2013 registration begins (full term classes only)
Tue. Jan 22	Classes begin
Mon. Jan 28	Last day to drop <u>full-term</u> courses with 100% refund
Tue. Jan 29	Last day to submit a petition for In-State Tuition
Wed. Jan 30	Last day to be placed on a Wait List
Wed. Feb 6	Census Day
Wed. Feb 6	Last day to drop full-term courses with 50% refund and have classes deleted from your record.
Wed. Feb 6	Last day to request a Pass/Fail
Fri. Feb 8	Deadline to file Spring 2013 Application for Graduation
March 25-30	Spring Break
Mon. April 2	Last day to withdraw from <u>full-semester</u> classes and receive an 'NC'
Sat. May 11	Last day of classes
May 13-18	Finals Week
Sun. May 19	Spring 2013 Commencement
Thu. May 23	Grades due from faculty by noon
Fri. May 24	Grades available online

FOR SPECIFIC REFUND DATES CALL STUDENT ACCOUNTS: 303-556-6188

MSU Denver Americans with Disabilities Act Policy:

If you need a reasonable accommodation as a result of a disability, please see your instructor after class or during office hours in the first two weeks of the semester. You will first need to provide documentation of your disability to the Access Center in LM-116.

MSU Denver Religious Holidays Policy:

Students at Metropolitan State University of Denver who, because of their sincerely held religious beliefs, are unable to attend classes, take examinations, participate in graded activities, or submit graded assignments on particular days shall, without penalty, be excused from such classes and be given a meaningful opportunity to make up such examinations and graded activities or assignments, provided that advance written notice that the students will be absent for religious reasons is given to faculty members during the first two weeks of the semester.

MSU Denver Attendance Policy:

Students are required to comply with their faculty member's class attendance policy. Faculty maintain and report students' attendance in accordance with federal Title IV financial aid program mandates.

MSU DENVER DEPARTMENT OF PSYCHOLOGY POLICIES

No Credit Policy

After the tenth week of the fall and spring semester or after the official published date for a course, no NC will be granted for any reason. It is the student's responsibility to request an NC, *only online*, at Connect U. No exceptions to this policy will be made.

Incomplete:

The I or Incomplete grade will not be issued for Psychology Department courses except in cases of extreme emergency, and only if the student has completed at least 75% of the course with a grade to date of D or better. Incomplete grades must be made up with the same instructor.

Scantrons:

For classes which use machine scored tests, you will need to buy your own Scantron sheets at the Bookstore: Please check with your instructor for specifics on which form to purchase. Some instructors require Blue Books; these are also available at the Bookstore. **The Psychology Department office does not stock Scantron sheets, Blue Books, pens, pencils, or other academic supplies.**

Grades:

The Psychology Department is committed to having assigned grades reflect mastery of content and skills appropriate for this course. You should also know that the standardized tests often required for entrance to graduate school compare the performance of students from colleges and universities across the U.S. Students should also note that a D is a passing grade and is acceptable in an MSU Denver Psychology class for the major and minor, although an overall C average in the major or minor is required for graduation.

Extra Credit:

The Psychology Department has established a policy that no extra credit will be granted in its courses.

Course Requirements:

All psychology classes (excluding internships, independent studies, and seminars) will have in-class finals during final exam week. All psychology classes will require writing. Students wishing to use Web sites as sources for term papers may only use refereed electronic journals and other sites specifically approved by the instructor; each source must be documented for the professor. PSY 3320 will require the student to design a new, creative project rather than using a previously existing or on-going project.

Harassment:

All members of the MSU Denver community are bound by the ethical guidelines established by the University. The Department of Psychology does not tolerate harassment in or outside of class or discrimination based on race, color, religion, national origin, age, disability, sexual orientation, or veteran status. We expect appropriate professional and student behavior at all times. If you have concerns or questions, please consult with your instructor; the Department Chair, Dr. Layton Seth Curl, PL 220A1 (303-556-3205); the Equal Opportunity Office (CN 315, 303-556-4746); or Student Services (CN 313, 303-556-3908). Relevant MSU Denver policies are in the Student Handbook, CN 313.

DEPARTMENT OF PSYCHOLOGY ACADEMIC INTEGRITY POLICY

The Department of Psychology expects its students, faculty and staff to follow the Official MSU Denver Academic Integrity Policy.

"As students, faculty, staff and administrators of Metropolitan State University of Denver, it is our responsibility to uphold and maintain an academic environment that furthers scholarly inquiry, creative activity and the application of knowledge. We will not tolerate academic dishonesty. We will demonstrate honesty and integrity in all activities related to our learning and scholarship. We will not plagiarize, fabricate information or data, cheat on tests or exams, steal academic material, or submit work to more than one class without full disclosure."

Additionally, the Department of Psychology requires its students to follow the APA Ethical Principles of Psychologists (2010). The following are examples of violations of academic integrity and are unacceptable in psychology classes. These are only examples; the list is not comprehensive.

1. **Plagiarism:** failing to cite source of ideas that are someone else's both in the body of a paper and in the reference list. Failing to use quotation marks and a source citation with page number for verbatim use of someone else's words. Submitting another person's work (test, essay, term paper, report) as one's own, including but not limited to purchased papers and papers retrieved from the Web.

SafeAssign is an electronic resource that assists in the detection and deterrence of plagiarism by electronic comparison for textual similarity. Students agree that continued enrollment in this course after the receipt of this syllabus constitutes permission that all required papers may be submitted to SafeAssign for the detection of plagiarism and that all submitted papers will be retained as source documents in the SafeAssign reference database and used solely for the purpose of detecting plagiarism of such papers.

Academic Dishonesty is a serious offense at the University because it diminishes the quality of the scholarship and learning experience for everyone on campus. An act of academic dishonesty may lead to penalties such as a reduction in grade, probation, suspension, or expulsion. The term "plagiarism" includes, but is not limited to, the use by paraphrase or direct quotations, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency who may or may not be engaged in the selling of term papers or other academic materials.

For more information, go to <http://www.MSUDenver.edu/safeassign/> on the Metro State Homepage or consult the student handbook at

<http://www.MSUDenver.edu/asa/policies/studentcodeofconductjudicialmatters/studentconductcode/>

2. **Cheating:** possessing, communicating to another student, using, or attempting to use materials, notes, or any other devices not authorized by the instructor for a course test, assignment, paper, or project.

Cooperative work on a paper, assignment, project, or exam without specific permission of instructor.

3. **Multiple Submission:** submitting work prepared for one course to fulfill requirements of another course without knowledge and permission of both faculty members.

4. **Fabrication and Falsification:** intentional and unauthorized alteration or invention of any information or citation in a course test, assignment, paper, or project.

The Department of Psychology considers violation of these standards a grave matter carrying serious consequences and will result in an Academic Misconduct Incident Report being filed with the Student Judicial Officer. Students who violate University or departmental academic integrity standards in a particular course may expect such consequences as receiving (1) a permanent F grade on the transcript for the course, (2) a failing grade for a test or an assignment, (3) a lowered grade for the course, or (4) an additional required ethics course to graduate, among others. It is the responsibility of the student to provide the instructor with written documentation (e.g., rough drafts, copies of source material) when suspected of an academic integrity violation.