Course Description

Welcome! This course introduces the student to psychological theory and research concerning stereotyping, prejudice, racism, and the effects of social stigmata on self and society. We examine how stereotypes, prejudice, and racism are formed, maintained, and reduced. Students analyze prejudice toward different social groups, including those formed by racial and ethnic origins, gays and lesbians, women and men, and overweight and physically different individuals.

Credit Hour Policy Statement

This class meets the federal credit hour policy of:

- Standard lecture – e.g. 1 hour of class with an expected 2 hours of additional student work outside of class each week for approximately 15 weeks for each hour of credit, or a total of 45-75 hours for each credit.

General Education Objective

This course meets the criteria for General Education Overlay B: Global Diversity, U.S. Component. Psychology majors must achieve a C- grade or higher in all psychology courses that apply to the major (2011-2013 Catalog, p.90).

Learning Objectives

By the end of this course, the student should:

- Have an appreciation and understanding for the science behind the study of stereotyping, racism, and prejudice, and the scientific method
- Have a general understanding of the various predictors, consequences, and implications (both implicit and explicit) of stereotyping, racism, and prejudice
- Acquire improved critical thinking and writing skills
- Be able recognize applications and subsequently apply your acquired knowledge of stereotyping, racism, and prejudice to various other academic disciplines and life experiences
Further Information about the Course

1. If you have any problems or concerns throughout the class, your professor is here to help you. Each of you should feel free to e-mail me with questions throughout the semester and/or to come see me.

2. Attending all classes is very important. Students who miss classes are still responsible for all notes, announcements, and handouts for that class. If you miss a class, you should get the notes from another student. The professor reserves the right to give unannounced extra credit for in-class assignments or unannounced quizzes. There are no makeups for missing these opportunities or for missing class demonstrations, projects, etc. that occur during class time.

3. To be fair to all students, there are no exceptions to any policies except as noted in this syllabus, so read this syllabus and all assignments and readings carefully. Importantly, no late work will be accepted – not at all, not even for partial credit. The only exception is if you unfortunately experience a documented personal emergency (e.g., serious personal illness or family death). If you do, e-mail or phone Professor Stevenson immediately. She will work with you to help you complete your assignments. Otherwise, no "incompletes" will be given, and late work (e.g., papers) will not be accepted. Papers will be accepted early.

9. INCOMPLETE GRADE POLICY: All coursework is to be completed within the semester it is attempted. If an emergency prevents a student from completing some portion of the required assignments, as instructor may give an ‘I’ or incomplete grade only if the following circumstances are met:
   1. The student’s other work in the course could earn a passing grade.
   2. The outstanding task can be completed without further class attendance.

Outstanding coursework normally should be completed without further class attendance, but the instructor may allow up to one year from the end of the term for which the ‘I’ grade is granted. It is the student’s responsibility to have this deficiency removed within the agreed upon time period or whining one year, whichever is less. If no grade change has been submitted by the instructor after the maximum one year grace period, the registrar is authorized to change all grades of ‘I’ to ‘F’.
Schedule of topics

NOTE: READINGS ARE TENTATIVE AND SUBJECT TO CHANGE


Week 1, Date: 8/27 -- Course requirements, introduction to the field & the professor
-- Introduction to the material

Week 1, Date: 8/29

Common Readings: Introducing the concepts of stereotyping, prejudice, and discrimination
TEXT: Ch. 1

Week 2, Date: 9/3

Common readings: – How Psychologists Study prejudice and discrimination
TEXT: Ch. 2


Week 2, Date: 9/5

Common Readings: The Implicit Association Task (IAT) – The perfect nonreactive attitude measure?


Student Report:

Week 2, Date: 9/6

Common Readings: The Implicit Association Task (IAT) – The perfect nonreactive attitude measure?


Student Report:
Week 3, Date: 9/10

Common Readings: Social Categorization and stereotypes
TEXT: Ch. 3

Student Report:

Week 3, Date: 9/12

Common Readings: Stereotype Activation and Application
TEXT: Ch. 4

Student Report:

Week 4, Date: 9/17

Common Readings: Infrahumanization and Dehumanization: Extreme Attitudes and Beliefs
TEXT: Ch. 5

Student Report:


Week 4, Date: 9/19

Common Readings: Old-Fashioned and Contemporary forms of Prejudice
TEXT: Ch. 5

Student Report:

Week 5, Date: 9/24

Common Readings: Consequences of our conceptions or race as an essential entity.
TEXT: Ch. 6

Student Report:


Student report:

Week 5, Date: 9/26

Common Readings: Individual Differences and Prejudice
TEXT: Ch. 6

**Student Report:**

**Week 6, Date: 10/1**

**Common Readings: The Development of Prejudice in Children**
TEXT: Ch. 7

**Student Report:**

**Week 6, Date: 10/3**

**Common Readings: The Development of Prejudice in Children**


**Student Report:**

**Week 7, Date: 10/8 – MIDTERM EXAM**

**Week 7, Date: 10/10**

**Common Readings: The Social Context of Prejudice**
TEXT: Ch. 8

**Student Report:**

**Week 8, Date: 10/15**

**NO CLASS – LONG WEEKEND TRIP**

**Week 8, Date: 10/16**

**Common Readings: From Prejudice to Discrimination**
TEXT: Ch. 9


**Student Report:**

**Week 8, Date: 10/17**

**Common Readings: The Experience of Discrimination**

**TEXT: Ch 10**

**Student report:**


**Week 9, Date: 10/22**

**Common Readings: Effects of Stereotypes & Bias on “Targets”**


**Student Report:**


**Week 9, Date: 10/24**

**Common Readings: Gender and Sexual Orientation**

**TEXT: Ch. 11**

**Student Report:**


**Week 10, Date: 10/29**

**Common Readings: Gender and Sexual Orientation cont.**


**Student Report:**


**Week 10, Date: 10/31**

**Common Readings: Gender and Sexual Orientation cont.**


**Student Report:**

Week 10, Date: 11/1

**Common Readings: Intergroup Interactions**


**Student Report:**

Week 11, Date: 11/5

**Common Readings: Age, Ability, and Appearance;**
TEXT: Ch. 12

**Student Report:**

Week 11, Date: 11/7

*NO CLASS – LONG WEEKEND TRIP*

Week 12, Date: 11/12

**Common Readings: Reducing Prejudice**
Ch. 12

**Student Reports:**

Week 12, Date: 11/14

**Common Readings: Reducing Prejudice**

**Student Reports:**

Week 13, Date: 11/19

**Common Readings: Reducing Prejudice**
Student report:

Week 13, Date: 11/21

**Common Readings: Intersectionality**

Student report:

Week 14, Date: 11/26

**Common Readings: The Study of Racism Within Psychology: Where we were and where we are today**


**Student Reports:**

Week 14, Date: 11/28

**Common Readings: The Study of Racism Within Psychology: Where we were and where we are today cont.**

**Student Reports:**

Nov 30 – Dec 3: Final exams
Required Text/Materials

You need three things for this course: an email address, access to the course Blackboard site, and the textbook. I will disseminate information via email and blackboard. All students will be responsible for messages sent through email. Check your email at least daily. Blackboard contains all the material for the course. Documents can be downloaded from the site, and grades will be posted there.

Textbook:

In addition, the text is supplemented by empirical, theoretical, and review articles from a variety of journals. A list of readings will be provided separately, and the readings will be available for you to download via the BlackBoard system. There will also be readings for student reports (see course schedule); your professor will supply those as well.

Assessment and Grading Criteria

Although there will be some lecture, the course will be conducted mainly as a seminar, not a lecture course. As a 400-level class, the course is an upper-level class, and as such, great emphasis will be placed on the preparation and active participation of all seminar members during each class. The success of the course will depend, in large part, on student participation at a level appropriate for upper-division undergraduate students. Class preparation includes completing all readings prior to class and making notes that will prepare you to discuss the main points, theories, methods, and/or empirical findings from all readings. You should also be prepared to discuss the implications of readings for theory that informs stereotyping, racism, and prejudice. You should also be prepared to generate ideas for future psychological research. As a general rule of thumb, in order to succeed in this class, plan on spending at least 2 hours reading/studying outside of class for every hour spent in class.

Grades will be assigned on the basis of in-class participation (10%), class preparation essays (20%), two in-class oral reports (14%), and two exams (56%).

% Grade Assignment

10% 1. In-Class Participation: Participation means self-motivated, regular, and thoughtful in-class verbal contributions that illustrate your mastery of the readings (scientific observations and thoughts, not just unfounded opinions). This includes reporting the contents of your class participation essay for that week. Participation reflects in-class comments and questions, not simply class attendance or coming to class on time, which are assumed. (More than two unexcused absences will result in the loss of most, if not all, participation points.) Although it may seem at first glance like this is a small percentage of your grade, please realize that it’s an entire letter grade (in fact, it is a letter grade that some students in this class may lose unnecessarily if they do not heed this information). Finally, because this class will include discussions of sensitive topics, it is crucial that students are respectful of one another. Also for this reason, it is particularly important to stick to the science, and to avoid making unfounded generalizations based on anecdotal personal experiences.

Daily Questions: In order to facilitate discussion about the articles, students will be required to write one discussion question for each of the articles you are assigned to read. All questions should be focused on the arguments of the article and the ‘big picture.’ They should be conceptual, thought-provoking, and encourage discussion in the class. You must bring your discussion question/s to class on the day that the article/s will be discussed (late discussion questions will not be accepted). Bring two copies of your question/s – one for me and one for yourself. Keep your copy with you while we discuss the article and use the discussion time to share your discussion question. Your “participation grade” will reflect not only the quality of your discussion questions but also whether or not you participated during class discussion. One easy way to do so is to share your discussion question/s with the class. Therefore, failure to attend class will directly hurt your grade.
Hints and ideas for writing discussion questions/thoughts:

• A good strategy is to compare/contrast the current article with other readings (e.g., other assigned articles, previous readings, or information from another class).
• Discuss how the research findings relate to or are dissimilar from common beliefs held in society or how they might impact basic research and theory or society/public policy.
• Discuss the external validity of the article findings (Will these results generalize to the real world? Why/why not?).
• Suggest a new theory or novel application of an existing theory to explain or tie together existing research findings.
• Your questions can, of course, include criticism of anything you read; however, be careful: criticisms must be well justified. For example, it is a common mistake for budding scholars to write something like, “This study is no good because they conducted it with college students.” Well, so what? Why would the study have turned out any differently if older participants had participated instead?

What you should NOT include in a discussion question/thought:

• Do not solely write a summary of the readings.
• Yes/no questions
• “Test” questions that quiz the class on their understanding of the article and have only one correct answer (i.e. multiple choice questions, T/F questions, etc)
• Questions solely based on the statistics used in the article. Although there may be times when we discuss statistics, this is not a statistics course. All articles we review will be taken from peer-reviewed journals and you can (generally) make the assumption that the statistics used were appropriate for the methodology.

**These types of questions do not tend to promote discussion.

Hint: make notes in the margins of your readings as you read -- notes about even your most trivial reactions. When you're done reading, you'll have plenty of thoughts for your discussion question.

20%  

2. Class Preparation Essays: These are formally written, but brief essays (exactly 1-2 double-spaced typed pages), due at the beginning of any class. Writing well reflects thinking well. Moreover, writing is a skill that transcends much of the content that you will learn throughout your time at college. These essays allow you practice in improving your writing, while simultaneously deepening your understanding of the material you are learning. In addition, participating in class would be difficult if you hadn’t read and thought about the main points in the articles, and if you hadn’t prepared some comments to make in class. These papers are designed to help you do that, and to help you anticipate and prepare for the exams. (Bring an extra copy to class to guide your comments throughout the class.)

You are required to complete 6 papers; thus, each is worth 3.33%. They will be graded A - F (A = 93%, A- = 92%, B+ = 87%, B = 83%, 82% = B- etc.). If you write 7 papers, I will drop your lowest grade (but an 8th paper won't be counted). YOU MAY ONLY TURN IN ONE PER CLASS. I WILL NOT ACCEPT MORE THAN ONE PER CLASS. THIS MEANS YOU MUST PLAN AHEAD AND BEGIN WRITING YOUR PAPERS NOW AND NOT PUT THEM OFF UNTIL THE END OF THE CLASS BECAUSE I WILL NOT ACCEPT MORE THAN ONE PER CLASS.

Importantly, these papers are not summaries of the readings, although they should reflect the fact that you did all of the readings. Instead, these essays are an opportunity for you to go beyond the readings in creative and thoughtful ways. In each paper, you will develop one or two ideas related to the issues in that week’s readings. If your idea is detailed, one idea is probably sufficient. Otherwise, you’ll want to discuss two or three ideas. Ideas can relate to your own research. A hint: make notes in the margins of your readings as you read -- notes about even your most trivial reactions. When you’re done reading, you’ll have plenty of thoughts for your paper. Your paper could take either of the following forms, but from experience, the first one is the best one, and I highly, highly recommend it for most of your papers. In fact, because I hope to foster scientific curiosity, at least 3 of your 6 papers must conform to the first option (a):

(a) an idea for future research, even very simple research: State the research question and a testable hypothesis (your prediction), the theory that drives the hypothesis (given the readings, why did you make that prediction? Why should that result be expected?), describe why it is important and how it flows from what you read (i.e., from psychological research or theory, or from issues that arose in a particular study), and briefly sketch a rudimentary methodological design to test the hypothesis;
(b) a specific program that will reduce prejudice: You must include theoretical justification for why this program will be effective. Provide its psychological justification and describe how it would be useful. Because UE is a ChangeLab course, you must write this paper by proposing a ChangeLab course. Did you know that UE students can propose their own ChangeLab courses? They can. For inspiration, here are some examples: https://www.evansville.edu/changemaker/changemakers.cfm. This version of your class paper requires that you take the concepts/problems you’ve learned in this class and propose an “action plan,” rooted in empirical research for how you (and an interdisciplinary team of students/faculty) could address this problem in the real world (local or global community). Who knows. You may later decide to actually pursue this project here at UE in a separate ChangeLab course.

(c) a new theory (or novel application of an existing theory) to explain or tie together existing research findings;

(d) a careful and novel analysis or comparison and contrasting of key points from the readings (readings from past weeks may always be discussed in light of new readings);

(e) a specific discussion of how the textbook chapter on a certain topic might be re-written or amended based on the new information you have gained from the additional readings, in-class reports, and in-class discussions.

Your papers can, of course, include criticism of anything you read; however, be very careful: Criticisms must be well justified. For example, it is a common mistake for budding scholars to write something like, “This study is no good because they conducted it with college students.” Well, so what? Why would the study have turned out any differently if older community members had participated instead? Sometimes there is a theoretically sound reason to think it might make a difference, sometimes there is not.

Finally, even though these are very brief papers, your writing should be clear, grammatically correct, concise, elegant, and in APA style. Grammar and punctuation must be correct and will affect your grade. On Blackboard, you will find a Writing Tips document – read it carefully, and do not make the mistakes discussed in that paper. I also recommend that every student buy a copy of the Elements of Style by Strunk and White and review it. (It’s short and cheap.) Writing beautifully is a skill that will transcend most other things you learn -- its importance cannot be overstated. I hope you’ll use these papers as a way to learn to write important things in concise ways.

56% 3. Examinations: There will be a mid-term and a final exam. Each is worth 28% of your grade. The mid-term will cover all material through the day before the exam; the final will cover all material after the mid-term exam. That is, the final exam will not be cumulative. Exams will be composed mainly of essay questions, and they will cover information from readings, class discussion, and class reports.

14% 4. Oral Reports: (Two oral reports worth 7% each.) To reduce the number of readings assigned to the entire class, there will be two or three student oral reports during each class. Reports will focus on readings that the professor assigns that are related to the day’s common readings. The formal, prepared part of the report should last no more than 10-12 minutes (you must practice beforehand so that you do not go over 12 minutes), although the class discussion you generate can last longer. In fact, the best presentations will encourage and involve class discussion.

The importance of expressing ideas orally is often overlooked, but it is essential for success. Here are some guidelines for preparing an “A” report: First, do not go over the allotted time. Second, focus on the main points and describe them in detail, assuming the audience knows absolutely nothing about the topic. Describe how the article is relevant to that day’s common readings. If the article describes an empirical study, be sure to summarize the most important predictions, methodology, main findings, and conclusions. If the article is a theoretical piece, state the main premise and basic argument, as well as evidence used to support the thesis. For any article, present a critical analysis of the work (that is, add your own thoughts about the work and how you think it is relevant to the class). If you don’t understand something about your article, see me before class (meaning see me at least one week before--not the day before--your report). An important tip: Do not assume any prior knowledge on the part of your classmates (beyond the common readings). One of the most common mistakes made by unskilled speakers is to assume people understand things you haven’t explicitly stated. Give the report as if you were giving it to an 8th grader who has never studied anything about psychology. I’m totally serious.

Third, give your report from notes rather than the article. Do not read from a "highlighted" version of the article (a sure way to bore us all and get a low grade). All students must use
PowerPoint slides during the presentation and also give out 1- or 2-page handouts (which may be duplicated power point slides). Do not overuse slides! You will probably need no more than 5. Slides and handouts should consist of only a scaffolding or outline of key points, not a lot of prose, and they should be in BIG font. Handouts are important because they will help your classmates take notes on your presentation -- remember, the exams will include information you present, so you must be an effective teacher.

Finally, don't be nervous. Give your report in a relaxed, but professional manner. Nervousness usually stems from being ill-prepared. There is nothing more tedious and even embarrassing than being forced to sit through an ill-prepared presentation. Think about all the bad presentations you’ve attended. Make a list of the things that made the presentation horrible, and avoid them all! Make sure your reports are concise, accurate, and well-prepared--even over prepared. It is a good idea to prepare for your report by writing out every word you plan to say, then practice your talk to yourself several times, making sure it is the appropriate length. You'll find that the report almost comes out automatically, without the need for worry.

Attendance Policy

Harlaxton College operates a mandatory attendance policy that is binding on all faculty and students.

The number of unexcused absences that are allowed before incurring a penalty is related to the number of times a class meets during a week. This means that for courses which meet three times a week students are allowed a maximum of three unexcused absences during the semester without attracting penalty points, for courses meeting twice a week two such absences are permitted and for courses meeting just once a week a single absence is allowed.

Additional unexcused absences will attract a grade penalty of a third-letter grade (e.g. A- to B+)

Students are responsible for the academic consequences of their failure to attend class. If any assessment (e.g. in-class test, exam, paper, presentation, etc.) is missed, there is no expectation or requirement that a faculty member will accept the work after it is due, provide an extension to a deadline, or offer an alternative assessment opportunity for a student with an unexcused absence.

Drop/Add and Withdrawal Policy

There is normally about a 10 day period at the beginning of semester when a student may drop and class and/or add a class. The deadline date is published in the Semester Guidance handbook. Drop/Add forms are available from the library and completed forms should be returned to the same place. Faculty signatures are required for all classes being added.

Students may withdraw from a class, with the exception of British Studies, for a longer period of time.

Again the deadline date is published in the Semester Guidance handbook. Forms are available from the College Secretary, to whom completed forms should be returned. Forms must be signed by the faculty member of the class being withdrawn from and the Principal.

All students must register for, and be continuously enrolled in, 12 credit hours of study to be eligible to study at Harlaxton and remain in the United Kingdom.
## Disability Policy

It is the policy of the University of Evansville (Harlaxton College) to make reasonable accommodations for students with properly documented disabilities. University of Evansville students should contact the Office of Counselling and Health Education to seek help with this. Students from Partner Universities/Colleges should contact their own relevant student support office. For assistance whilst at Harlaxton students should contact the College Secretary whose office is located adjacent to the Principal’s office.

Written notification to faculty from the College Secretary is required for academic accommodations to be implemented.

## Honor Code

All students at the University of Evansville (Harlaxton College) agree to and are bound by the principles and practice of the honor code:

> 'I understand that any work I submit for course credit will imply that I have adhered to this Academic Honor Code: I will neither give nor receive unauthorized aid, nor will I tolerate an environment that condones the use of unauthorized aid.'

The full Honor Code is available online: [https://www.evansville.edu/offices/deanstudents/downloads/honorcode.pdf](https://www.evansville.edu/offices/deanstudents/downloads/honorcode.pdf)