

Psychology 421
Stereotyping and Prejudice
Spring 2015

Instructor: Dr. Diana T. Sanchez, Associate Professor of Social Psychology

Office Hours: BY EMAIL APPOINTMENT

Contact Information:

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Time & Place: Mondays & Thursday 12:00– 1:20PM, ARC 105

Course Description

Relations between different social groups permeate society. Some of these groups may be based on race and ethnicity, class, age, sexual orientation, sex and gender, region of the country, people from different universities, people from different countries, sororities and fraternities, people from different dorms, etc. To say the least, intergroup interactions and relations, whether people are aware of them or not, are ubiquitous in society. Given the prevalence of intergroup interactions, it becomes increasingly important to investigate how these interactions can go astray. To that end, this course will introduce students to various social psychological frameworks for understanding the origins of prejudice, the consequences of prejudice, and ways to improve relationships between people who come from different social groups. Topics discussed will be applied to a variety of groups (e.g., race, gender, weight, sexual orientation, etc.) and have implications for various settings (e.g., educational, organization, clinical, etc.). This course is intended to help facilitate an understanding of discrimination and prejudice from a social psychological perspective. Using both empirical research and real experiences of members of several stigmatized groups observed via text and video, the psychologically-based causes, correlates, and consequences of discrimination and prejudice will be examined.

Course Objectives

- Develop a deeper understanding of prejudice via lectures, group discussions, films, classroom activities, and writing assignments
- Foster your ability to think critically about psychological concepts and research
- Broaden your awareness of social context as it pertains to stigmatized status
- Co-create a safe and engaging learning environment
- Understand psychological principles underlying prejudiced attitudes and discriminatory behaviors
- Become acquainted with current research on the causes, correlates, and consequences of prejudice and discrimination behaviors
- Gain a more objective view of your personal beliefs and behaviors
- I also hope that the course will deepen your awareness of prejudice and your commitment to challenging prejudice wherever you find it.

Requirements of Course

- Do all the required readings *before* class
- All students must get human subjects certified for this course: <https://orra.rutgers.edu/irb-human-subjects-certification>
- Actively participate in class

Requirements Textbooks and Readings

- 1) Whitley, B.E. & Kite, M.E. The Psychology of Prejudice and Discrimination. Thomson Wadsworth. Go the Rutgers Bookstore or <http://www.cengagebrain.com/shop/isbn/9780495811282?cid=rld> for the e-book, printing and renting options (cost-saving options which can make this book ~\$45 versus ~\$110)

2) Supplemental readings will be posted on Sakai.

Classroom rules

- Respect each others comments even if you disagree with their opinions; challenge the idea and not the person. I encourage debate and critical discussion, but it must be respectful and polite.
- Voice your opinions, yet be sensitive of others’ differences (race/ethnicity, religion, gender, sexual orientation, etc.)
- You must turn off cell phones.
- You may not use your laptops to surf the net in class. If laptops privileges are being abused, I reserve the right to ban them from class.

Grading

45% of your grade will be determined by your three exam scores.

The remaining 55% will be distributed as follows:

- 10% Class Participation & Attendance
- 25% Research Paper (Individual)
- 20% Final Poster Presentation (Group)

DATE	LECTURE TOPICS	READINGS
<i>SECTION 1</i>		<i>Chapters 1-5</i>
Thurs., Jan 22	Review Syllabus; Introduction to the Course and Concepts;	Chapter 1; Assignment: Human Subjects Certification
Mon, Jan. 26	How Psychologists Study Prejudice and Discrimination: Review of Methods	Chapter 2
Thurs., Jan. 29	Social Categorization & Stereotyping I	Chapter 3 <u>Deadline for Human Subjects Certification</u> ; Bring in Letters! Note: Late letters accumulate -1 pt on final paper for every day late.
Mon, Feb 2	Social Categorization & Stereotyping II	Chapter 4/Groups for Final Project Assigned
Thurs., Feb 5	Emotions and Motivations in Prejudice	Chapter 5: Only Responsible for the Part of Chapter Mentioned in Lecture
Mon, Feb 9	Exam 1 Review	Exam Review
Thurs., Feb 12	EXAM 1	Exam 1: All Chapters, Articles, and Lectures from Section 1
	<i>SECTION 2</i>	<i>Chapters 6-10</i>
Mon, Feb 16	NO CLASS	NO CLASS
Thurs., Feb 19	Group Project Meetings	Meetings with Professor to Discuss Group Project Choice
Mon, Feb 23	Old Fashioned and Contemporary Prejudice	Chapter 6
Thurs., Feb 26	NO CLASS	NO CLASS
Mon, Mar 2	Individual Differences and Prejudice	Chapter 7
Thurs., Mar 5	Watch the Power of Illusions from Home	Submit Answers to Assignment on Sakai
Mon, Mar 9	Development of Prejudice in Children & Essentialist Thinking	Chapter 8
Thurs. Mar. 12	Social Context of Prejudice & From Prejudice to Discrimination	Chapter 9 & 10
Mar 14-22	SPRING BREAK	COLLECT DATA IF YOU HAVE NOT ALREADY: DATA IS DUE FOR PROJECT WHEN YOU RETURN

Mon, Mar 23	Exam 2 Review/Bring in Data Collection: Data Entry day	Bring Laptop for Each group with MS Excel! Bring in the surveys/data Data is DUE! Must be collected by today!
Thurs., Mar 26	EXAM 2	EXAM 2: All Chapters, Articles, and Lectures from Section 2
Mon, Mar 30	Data Analysis Day at ARC IML 121 Computing Center	Bring Excel Sheet with Data Entered as Instructed on 3/23, ARC 121
Thurs., Apr. 2	Data Analysis Day at ARC IML 121 Computing Center	Bring Excel Sheet with Data Entered as Instructed on 3/23, ARC 121
Mon, Apr. 6	NO CLASS (Prep Posters)	NO CLASS (Prep Posters)
Thurs., Apr. 9	NO CLASS (Prep Posters)	NO CLASS (Prep Posters)
Mon, Apr. 13	The Experience of Discrimination	Chapter 11
Thurs., Apr. 16	Specific Types of Stigma and Prejudice	Chapter 12 & 13
Mon, Apr. 20	Guest Lecture	Guest Lecture
Thurs., Apr. 23	Reducing Prejudice	Chapter 14
Mon, Apr. 27	Confronting Prejudice	
Thurs., Apr 30	Lessons Learned & Exam Review 3	All Chapters, Articles, and Lectures from Section 3
Mon, May 4	Exam 3	Exam 3: All Chapters, Articles, and Lectures from Section 3
Thurs, May 7th	9-11am Poster Session in Tillett Hall 111	Tillett Hall 111 Learning Center , 1 st Floor of Tillett. Poster must be up within the first 10 minutes of start of class. -1 pt for every minute late.
Mon, May 11	Final Papers Due	Final Paper Must be Emailed to me by 5pm May 11th; -5 points for each day late.

Exams. Three multiple choice and short answer exams. Exams will cover material discussed in class (including my lectures, guest lectures, required readings and handouts). Each exam will be worth 15% of your of your grade and will be non-cumulative.

Class Participation & Attendance: You are expected to come to class regularly and to participate in class activities and discussions. In addition to regular class attendance, *quality* of participation is very important: Ask questions, listen carefully to what your classmates and I have to say and offer appropriate and respectful comments in discussion. If you are attentive and actively participate, you will receive max participation points. If you miss section, are disruptive, or don't pay attention in class (e.g., are talking amongst yourselves, texting or reading a paper) you will receive a zero for discussion participation. Attendance and participation will be recorded at several points during the semester. If you want to receive an "A" for class participation & attendance, come to every class and ask at least one question or make at least 1 comment during the class. It is possible to receive an "A" for class participation and attendance if you miss 1-2 classes, but participate actively when you attend class. Attending class has the added benefit of helping you learn the content and receive better grades on the exams so all-in-all, it is a win-win to attend class.

Research Paper and Presentation Students will work in groups of 2-3 to conduct a brief research study concerning a psychological topic prejudice and discrimination. Groups will have to choose from a set of IRB approved topics distributed in Week 2 or 3 and collect at least 40 respondents. Groups that collect over 40 respondents will receive an extra 5 points on their paper grade. Your group's findings will be presented during class during the poster session indicated below. The presentation is a group project. In addition, each individual will turn in a written report in APA style consisting of approximately 12 pages based on their group's findings. This is an individual project (e.g., group members can use similar resources, etc but the papers must be written independently). Guidelines for the presentation and writing the paper will be given as the deadline approaches.

Questions about Grades: If you have questions about a grade, you must contact me about it *within one week of receiving the grade back*. If you wait until the week before grades are due to talk to me about concerns you have about your performance in the class, it will be too late to do something about these matters.

Plagiarism. Rutgers University does not tolerate plagiarism or cheating. The department requires I turn people who have plagiarized to the Academic Judiciary Board. The penalty can include dismissal from Rutgers University. Remember, plagiarism does not merely consist of turning in an assignment someone else wrote. ***Plagiarism also occurs when the sources of ideas or words (direct quotes) are not cited.*** Also, copying text from source without explicitly quoting it is plagiarism (even if you cite the source). Please ask me if you are uncertain about how to cite references.

Attendance, Preparation, and Participation. Much of your learning will derive from discussion and exercises in class, so you cannot make up a missed class by simply copying notes from a classmate. Therefore, class attendance, preparation, and participation are expected. If you must miss a class, please obtain information about the missed class from your fellow students. I will not reteach classes as this is an unfair burden for faculty. Missing an exam disadvantages not only you, but your classmates, and me. Therefore, make-up exams will only be given for serious circumstances (make up exams will be substantially harder, all essay exams). Please make sure that you keep exam days free from other responsibilities.

Deadlines. What did you learn in *Introductory Psychology* about the effects of rewards and punishments? If I let you turn in assignments late, I will be *reinforcing* bad time management or procrastination. On the other hand, I recognize that extenuating circumstances do occasionally arise. Therefore, late assignments must be accompanied by an acceptable explanation, should be turned in as soon after the deadline as possible, and should be arranged in advance if at all possible. Late assignments will lose points as indicated on the syllabus (-5 points a day for the paper, -1 point a day for Human subjects certification, -1 point for every minute late for poster, etc.).

Learning Disabilities. Learning disabilities will be accommodated if the instructor is notified in a timely fashion. It is the student's responsibility to have any learning disability documented by the Disability Resource Center, and to inform the instructor as soon as possible so arrangements can be made.

Resources

Writing Skills Rutgers Learning Center (<http://lrc.rutgers.edu/writing.shtml>)
(Tillett Hall 111 and see website for other locations) (848) 445-0986

Poor grammar, spelling errors and disorganization will lower your paper grades. This is an excellent resource you can use for reviewing drafts and improving your writing. Another writing resource is the Academic Consulting International's "Writing Tips, Tools & Ideas" web page (<http://www.aci-plus.com/tips/index.htm>). This website charges \$2.50 for you to use it though.

Counseling Services <http://rhscaps.rutgers.edu/> **848-932-7884**

The counseling process is aimed at helping students resolve personal difficulties and acquire the skills, attitudes, abilities, and knowledge that will enable them to take full advantage of their college experience. This is a good resource to discuss concerns such as test anxiety.