

PSY 442. Prejudice and Stereotypes

SDSU – Spring 2017 – Schedule # 22826

Class Meetings

Class Days: Tuesday & Thursday

Class Times: 11:00 AM – 12:15 PM

Class Location: Student Services West (SSW) 1500

Instructor: Dr. Thierry Devos

Office Hours: Thursday 9:00 – 10:30 AM or by appointment

Office Hours Location: Life Sciences South (LSS) 273

Phone: (619) 594-6911

Email: tdevos@mail.sdsu.edu

Graduate Teaching Assistant: David Perry

Office Hours: Monday 2:00 – 3:00 PM or by appointment

Office Hours Location: Life Sciences North (LSN) 120

Email: dperry@sdsu.edu

Course Overview

Purpose and Course Content

The goal of this course is, quite simply, to **provide students with a solid training in theories and research increasing our understanding of prejudice and stereotyping**. In other words, the purpose of this course is to provide an overview of theory and research on the psychology of stereotypes, prejudice, discrimination, and social conflict. The course will be taught from a research perspective. We will examine important theoretical questions pertaining to these areas of study and will identify the answers currently being proposed by the research community. We will cover in depth topics such as the roots and functions of stereotypes, contemporary forms of prejudice, classic theories of intergroup conflict, the consequences of prejudice and stereotyping, and approaches aimed at reducing stereotyping and prejudice.

Course Learning Objectives

By the end of this course, you will be able to:

1. Use the concepts, language, and major theories of the field to account for stereotyping, prejudice, discrimination, and social conflict

2. Be able to understand and contrast different theoretical approaches to the study of prejudice and stereotyping
3. Appreciate the complexity and multidimensionality of prejudice and stereotyping
4. Explain the roles of persons, situations, and person-situation interactions as causes of stereotyping, prejudice, discrimination, and social conflict
5. Demonstrate an understanding of how privilege, power, and oppression may affect prejudice, discrimination, and inequity
6. Apply psychological concepts, theories, and research findings as these relate to everyday life (including personal, social, or organizational issues or problems)
7. Recognize prejudicial attitudes and discriminatory behaviors that might exist in yourself and in others
8. Identify ways (actions, behaviors) that emphasize the importance of interacting effectively and sensitively with people of diverse abilities, backgrounds, and cultural perspectives
9. Articulate how psychological principles can be used to explain social issues and inform public policy
10. Demonstrate an ability to critically evaluate scientific research on prejudice and stereotyping

Enrollment Information

Before taking this course, you must have already completed PSY340 (Social Psychology) or an equivalent Introductory Psychology course from another school. This pre-requisite is designed to ensure that students have the adequate skills and experience to do well in the class and to avoid being at a disadvantage in the course relative to those who have taken Social Psychology.

Course Structure and Conduct

Each class meeting will be devoted to a different topic (see *Schedule of Topics, Assignments, and Examinations*). We will learn about these topics in several ways. Class meetings will include lectures, demonstrations, exercises, discussions, videotapes, and examinations.

Course Materials

Blackboard

You can access the course website on Blackboard:

- <https://blackboard.sdsu.edu> [Course: PSY442-01-Spring2017]

Slide shows presented in class will be made available on line **before the lecture** (“Slides” menu). In addition, you will find announcements and useful resources on the website. You should log on to Blackboard at least twice a week.

Readings

The following **textbook** is **required** for this course:

- Whitley, B. E. & Kite, M. E. (2016). *The psychology of prejudice and discrimination* (3rd edition). New York, NY: Routledge.

The textbook can be purchased at the SDSU Bookstore (Aztec Shops). A copy of the textbook is available in Course Reserves at the SDSU Library.

IMPORTANT: Material posted on Blackboard (slides, videos, activities, etc.) is only for students enrolled in a section of PSY 442 - Prejudice and Stereotypes taught by Dr. Thierry Devos at SDSU. By accessing or downloading these documents, you agree (1) not to share them with anyone and (2) not to post them on the Internet. Students must obtain permission to record a class lecture or discussion. Students who do not respect these rules may be reported for misconduct.

Course Assessment and Grading

Your final grade will be based on the following components:

Tests & Final Exam (75% = 3 x 50 pts)

Three tests and one final exam will be given in class (see *Schedule of Topics, Assignments, and Examinations*). **You will need to bring a ParScore form # F-289-PAR-L (narrow red) and a No 2 pencil to each test and to the final exam.** Each test covers about 8 lectures and 4 textbook chapters. Each test is worth 50 pts each and will consist of 50 multiple choice questions (1 correct answer = 1 pt). For each test, a review sheet with key concepts will be provided. The format of the final exam is similar to that of the tests (50 multiple choice questions), but the final exam covers all the lectures and textbook chapters (comprehensive exam). Only the 3 best scores (3 tests or 2 tests + final exam) will be taken into account for the final grade. No make-up tests or exams will be given. If you miss a test, your grade will be based on the 2 remaining tests and the final exam. If you took the 3 tests, the final exam is optional.

Assignments (15% = 6 x 5 pts = 30 pts)

You will be asked to complete 6 take-home assignments (demonstrations, exercises, observations, etc.). Detailed instructions will be provided in class and on Blackboard ("Assignments" menu). Each assignment will be worth 5 pts. To earn maximum credit, you need to address all the questions in a satisfactory manner. Assignments should be completed on Blackboard by 11:00 AM on the due date (see *Schedule of Topics, Assignments, and Examinations*). Late assignments will be penalized 2 pts per day late. Please note that assignment 2 will be completed in class on February 9.

Activities (10% = 20 pts maximum)

You will be asked to complete class activities (demonstrations, exercises, discussions, etc.). These activities will either be individual or group assignments. These activities will be worth 2 points and will

be graded using a Credit / Non Credit scale. There will be approximately 15 activities. If you earn 20 pts or more (adding those up), you will receive the maximum for this component of the grading (20 pts).

Grading Scale

In line with University Policies, grades are defined as follows: A (outstanding achievement; available for the highest accomplishment); B (praiseworthy performance; definitely above average); C (average; awarded for satisfactory performance; the most common undergraduate grade); D (minimally passing; less than the typical undergraduate achievement); F (failing). Plus/minus grading is utilized at the discretion of the instructor.

Final grades will be based on an absolute scale (not a curve). Thus your grade will not be affected by how well (or how poorly) other students perform in the course. To compute your percentage grade, you will apply the following formula:

$$\text{Pct grade} = (\text{score1} + \text{score2} + \text{score3} + \text{assignments} + \text{activities}) / 2$$

Percentage	Grade
>=91	A
87.00-90.99	A-
83.00-86.99	B+
79.00-82.99	B
75.00-78.99	B-
72.00-74.99	C+
69.00-71.99	C
66.00-68.99	C-
64.00-65.99	D+
62.00-63.99	D
60.00-61.99	D-
<60	F

Other Course Policies

Attendance

Each student is expected to attend all classes. **Class attendance is essential to learning the material of this course.** Lectures will often cover material not discussed in the textbook.

Classroom Atmosphere

We should work together to create a classroom atmosphere conducive to learning. I strongly encourage **active participation** in the classroom; you should feel comfortable asking questions and

contributing to class discussions. Throughout this course, we will be discussing a variety of socially sensitive and controversial issues, some about which you may have strong feelings and attitudes. Thus, it will be extremely important to keep an open mind, to listen to others' viewpoints, and to tolerate a different opinion than your own. In order to get the most out of this course and to make this class a rich experience for all of us, it is essential that you treat your classmates with respect. I expect everyone to show **respect** for each other and to **refrain from actions that might reduce the quality of students' learning experiences**. Cell phones or beepers should be turned off or on vibrate.

Academic Dishonesty

Cheating on examinations will result in disciplinary actions. Looking at other students' tests, using notes, or any other behavior indicating unauthorized outside assistance constitutes cheating. **Claiming credit** for a class activity that you did not complete is also a form of academic dishonesty and will result in disciplinary actions.

Specific Accommodations

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should **contact Student Disability Services** as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Disability Services. Your cooperation is appreciated.

Safety - Evacuation

To be prepared for emergencies, each student is responsible for becoming familiar with the evacuation plan specific to each classroom. The evacuation plan is posted within each classroom and should be examined on the first day of class.

Schedule of Topics, Assignments, and Examinations

<i>Date</i>	<i>Lecture</i>	<i>Reading</i>	
January	19	Introduction	
	24	Defining and Measuring Stereotypes, Prejudice, & Discrimination (1)	12-31, 51-62
	26	Theory and Research on Prejudice and Stereotyping (2)	31-42
	31	Social Categorization and Stereotyping (3) [Assignment 1 due]	86-102
February	2	Stereotype Development and Maintenance (4)	102-120, 150--165
	7	Stereotype Activation and Application (5)	126-150
	9	Stereotyping in Context [Assignment 2 completed IN CLASS] (6)	
	14	TEST 1 (Lectures 1-6; Chapters 1-4)	
	16	Reflections on Contemporary Prejudice (7)	169-176
	21	Implicit Prejudice and Stereotyping (8) [Assignment 3 due]	177-178
	23	Aversive Prejudice (9)	186-196
	28	Symbolic Prejudice (10)	179-186
	March	2	Ambivalent Prejudice (11) [Assignment 4 due]
7		Individual Differences and Prejudice (12)	212-239
9		Development of Prejudice in Children (13)	261-296
14		Conflict and Hostility between Groups (14)	312-325
16		Social Identity and Intergroup Biases (15)	302-312
21		TEST 2 (Lectures 7-15; Chapters 5-8)	
23		Hate Crimes and Hate Groups (16)	325-337, 376-384
		SPRING BREAK (No class meeting)	
April	4	Interpersonal Discrimination (17)	343-376
	6	Coping with Prejudice and Discrimination (18)	392-411, 422-433
	11	Stereotype Threat (19)	411-422
	13	Intergroup Contact (20) [Assignment 5 due]	536-555
	18	Interventions and Policies (21)	555-561
	20	Controlling Prejudice and Stereotyping (22) [Assignment 6 due]	527-536
	25	Color-Blindness, Assimilation, and Multiculturalism (23)	561-566
	27	Diversity Experiences (24)	
May	2	TEST 3 (Lectures 16-24; Chapters 9, 10, & 13)	
	4	Review Session	
	9	FINAL EXAM 10:30 AM - 12:30 PM	