

## PSY 442. Prejudice and Stereotypes

SDSU – Spring 2021 – Schedule # 23043

### Class Meetings

Class Days: Tuesday & Thursday

Class Times: 11:00 AM – 12:15 PM

Class Location and Mode of Delivery: Online Live Zoom Meetings

**Instructor:** Dr. Thierry Devos

Office Hours: Tuesday 9:00 – 10:00 AM or by appointment

Phone: (619) 767-8239

Email: [tdevos@sdsu.edu](mailto:tdevos@sdsu.edu)

**Graduate Teaching Assistant:** Nancy Moreno

Office Hours: Monday 2:00 – 3:00 PM and Thursday 12:30 – 1:30 PM or by appointment

Email: [nmoreno0923@sdsu.edu](mailto:nmoreno0923@sdsu.edu)

### Course Content and Purpose

The goal of this course is to **provide students with a solid training in theories and research on prejudice and stereotyping**. We will examine important 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, classic theories of intergroup conflict, contemporary forms of prejudice, consequences of prejudice and stereotyping, reactions to diversity, and approaches aimed at reducing stereotyping and prejudice.

For psychology majors, this course contributes to additional PSY unit requirement assuming units are earned (D- or higher; upper division major GPA of 2.0 required to graduate).

### Student Learning Objectives

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

1. Use influential concepts, principles, and theoretical frameworks accounting for stereotyping, prejudice, and discrimination
2. Appreciate the complexity and multidimensionality of prejudice and stereotyping
3. Apply concepts, theories, and research findings as these relate to everyday life (including personal, social, or organizational issues or problems)
4. Recognize prejudicial attitudes that might exist in yourself and in others
5. Identify ways to interact in a more effective and sensitive manner with people of diverse backgrounds, abilities, and cultural perspectives

More broadly, the following student learning outcomes for the Psychology Liberal Arts Major are relevant to this course:

SLO 1.1 Describe key concepts, principles, and overarching themes in psychology

SLO 2.2 Evaluate knowledge claims

SLO 3.1 How does psychology inform our understanding of culture and diversity

SLO 4.2 Demonstrate effective (general/non-APA-style) writing

SLO 5.1 Describe how psychology information and skill sets can be applied to law, business, health care, education, and other career opportunities

SLO 5.3 Develop general skills that can be used in a range of workplace environments (e.g., excel, word, stats skills, writing skills, communication)

### ***Diversity and Inclusion***

As an instructor, my goal is that students from all diverse backgrounds and perspectives benefit from and feel included in this course. I view the diversity of experiences and perspectives that students bring to this class as a resource and a strength we can all learn from. It is my intention to present course material that is respectful of diversity based on gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, national origin, religion, political orientation, and other background characteristics. Your suggestions on how to improve the value of diversity and inclusion in this course are encouraged and appreciated. Please let me know of ways to improve the effectiveness of the course for you personally or for other students.

### ***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 sensitive and controversial issues. 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. I expect everyone to show respect for each other and to refrain from actions that might reduce the quality of students' learning experiences.

### ***Prerequisite***

Before taking this course, you should complete PSY340 (Social Psychology) or an equivalent 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***

The course includes a series of **six modules**. Each module is devoted to a different topic (see *Schedule of Topics, Assignments, and Examinations*). We will learn about these topics in several ways including interactive presentations, demonstrations, exercises, discussions, readings, videos, and assignments.

Through a mix of instructional methods, students will assimilate and integrate new ideas and develop problem-solving skills.

Typically, each module will include the following:

- **Learning Objectives:** A description of the specific learning objectives
- **Class Meetings:** Four class meetings during which we will cover a significant amount of material in an interactive format
- **Assignment:** One assignment assessing your ability to use course material to increase your understanding of everyday experiences
- **Reading:** One reading (article or book chapter) complementing material covered during class meetings
- **Conversation:** One recorded interview/conversation with a researcher about a published article relevant to the module
- **Dig Deeper:** Additional (optional) resources relevant to the module
- **Review Sheet:** A review sheet listing key constructs you need to master

## **Course Materials**

### **Canvas**

This course will use the Canvas Learning Management System (instead of Blackboard). To access your course log in at [canvas.sdsu.edu](https://canvas.sdsu.edu), and sign in using your SDSUid. Note: You are responsible for adjusting your notification settings in such a way that you receive ALL announcements regarding this class. All Canvas email notifications will be delivered to your SDSU email address. You can add additional email addresses and sign up for text/mobile app notifications via the settings in your Canvas Profile, and then adjust your notifications in the Notifications Tab. Canvas notifications are system wide and cannot be adjusted by course. If you have technical issues with Canvas, please contact the SDSU Canvas 24/7 support line at (619) 483-0632.

**Slides** used as a support for class meetings will be available on line before class meetings.

### **Readings**

For each module, **one required reading** will be made available (at no cost) on Canvas. There is no textbook assigned for this course.

The **article** discussed in the recorded **interview/conversation** will also be made available (at no cost) on Canvas.

Specific additional resources (articles, videos, websites, blogs, etc.) for each module will be provided under “**Dig Deeper**” menus.

IMPORTANT: Material posted on Canvas (slides, assignments, videos, articles, 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.

## **Course Assessment and Grading**

Your final grade will be based on the following components:

### **Tests & Final Exam (60% = 3 x 40 pts = 120 pts)**

Three tests and one final exam will be given online (see *Schedule of Topics, Assignments, and Examinations*). You will need access to Canvas and a stable internet connection for the duration of the test or final exam. Each test covers 2 modules (8 lectures, 2 assignments, 2 readings, and 2 conversations). Each test is worth 40 pts and will consist of 40 multiple choice questions (1 correct answer = 1 pt). For each module, a review sheet with key concepts will be provided on Canvas. The format of the final exam is similar to that of the tests (40 multiple choice questions), but the final exam covers all 6 modules (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 (30% = 6 x 10 pts = 60 pts)**

You will be asked to complete 6 assignments (demonstrations, exercises, observations, etc.). Detailed instructions will be provided on Canvas. Each assignment will be worth 10 pts. To earn maximum credit, you need to address all the questions in a satisfactory manner. Assignments should be submitted on Canvas by 11:00 AM on the due date (see *Schedule of Topics, Assignments, and Examinations*). You may submit assignments up to one week after the deadline for partial credit (maximum 5 out of 10 pts). It is your responsibility to make sure that assignments were submitted successfully on Canvas. Penalties will not be waived based on screenshots of computer files (or similar documents).

### **Quiz in Preparation for Test and Mid-Semester Teaching Evaluation (10% = 4 x 5 pts = 20 pts)**

Prior to each test, you will have the opportunity to complete short quiz (10 questions). The main goal of this quiz is to give you a sense of the type of questions that will be included on the test. These are just sample questions that do not cover all the topics you will be tested on. You can earn up to 5 pts for completing the quiz (0.5 pt per correct answer). You can take the quiz multiple times. Your highest score will be used for grading purpose.

Mid-way through the semester, you will have the opportunity to complete an anonymous survey to provide feedback on the course and the various instructional activities. You can earn 5 points for completing the survey by the due date.

## 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.

Percentage	Grade
93-100	A
90-92.99	A-
87-89.99	B+
83-86.99	B
80-82.99	B-
77-79.99	C+
73-76.99	C
70-72.99	C-
67-69.99	D+
63-66.99	D
60-62.99	D-
< 60	F

## Interacting with Me

The best way to reach me is via email ([tdevos@sdsu.edu](mailto:tdevos@sdsu.edu)). I will try to respond within 24-48 hours to emails. For quick questions, the turnaround time may be much shorter. Of course, you are welcome to talk to me after class, during office hours, or to schedule a meeting at a time convenient for both us.

## Student Ability Success Services

If you are a student with a disability and believe you will need accommodations for this course, I encourage you to contact the [Student Ability Success Center](#) at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact the Student Ability Success Center as soon as possible. Your cooperation is appreciated.

## Student Concerns, Problems, and Complaints

If at any time there are issues with the conduct of this course, including lectures, activities, assignments, and exams, please contact me immediately. We will work together to address your concerns. If this does not satisfy your concerns, please contact the Psychology Department Chair, Dr. Paul Gilbert ([pgilbert@sdsu.edu](mailto:pgilbert@sdsu.edu)). If you are still not satisfied, contact the Assistant Dean for Student Affairs in the College of Sciences (Dr. Estralita Martin, [esmartin@mail.sdsu.edu](mailto:esmartin@mail.sdsu.edu)). If your concerns remain unresolved, you may contact the [University Ombudsman](#). Failure to follow University procedures in registering complaints may be considered a violation of the [Student Conduct Code](#).

## ***Academic Honesty***

Academic integrity is one of the fundamental principles of a university community. San Diego State University expects the highest standards of academic honesty from all students. Cheating and plagiarism represent violations of academic integrity and will not be tolerated in this class. San Diego State University defines cheating and plagiarism to include: (1) unauthorized assistance on an examination, (2) falsification or invention of data, (3) unauthorized collaboration on an academic exercise, (4) submitting work, either in part or in whole, completed by another as one's own, (5) misappropriation of research materials, (6) unauthorized access of an instructor's files or computer account, and (7) any other serious violation of academic integrity as established by the instructor. Students agree that by taking this class they will uphold the principles of academic integrity. If your academic integrity is not maintained in this class, you will be reported to the Center for Student Rights and Responsibilities and to the Chair of the Department of Psychology. More specific information is available in the [SDSU General Catalog](#).

## ***Student Privacy***

The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of student educational records, as enforced by the U.S. Department of Education. In essence, the act states that 1) students must be permitted to inspect their own educational records and 2) school officials may not disclose personally identifiable information about a student without written permission from the student.

## ***Religious Observances***

The University Policy File includes the following statement on Absence for Religious Observances: By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances. Therefore, if you foresee that the date of a religious observance coincides with a test or exam date, please contact me before the end of the second week of the semester.

## ***Covid-19 Resources***

We are all affected by the Covid-19 pandemic, but each of us is in a unique or specific situation. We are not all dealing with the same challenges or having access to the same material, social, or psychological resources to cope with them. I will be as flexible as possible and will work with you to accommodate your circumstances. This course should not be an additional source of stress. I hope that it will be a healthy environment that allows you to be yourself. I also hope that you feel comfortable bringing to my attention factors that undermine your ability to focus on coursework or are affecting your well-being. Open and ongoing communication is the key. You can contact me whenever something comes up. The [Virtual Support and Resources for Students](#) maintained by SDSU is a fairly comprehensive list of resources related to the Covid-19 pandemic. If you or a friend are experiencing food or housing insecurity, or any unforeseen financial crisis, please contact the [Economic Crisis Response Team](#), email [ecrt@sdsu.edu](mailto:ecrt@sdsu.edu).

## Schedule of Topics, Assignments, and Examinations

<i>Date</i>		<i>Class Meeting</i>
<b>Module 1. Cognitive Processes</b>		
January	21	Introduction
	26	Defining Stereotype, Prejudice, & Discrimination
	28	Social Categorization
February	2	Stereotype Development and Maintenance [ <b>Stereotypes about Native Americans – Assignment due*</b> ]
	4	Stereotype Activation and Application
<b>Module 2. Social and Motivational Foundations</b>		
	9	Conflict between Groups
	11	Social Identity and Intergroup Biases
	16	Social Dominance
	18	Reducing Uncertainty + Mini Review Session for Test 1 [ <b>Race and Identities in America – Assignment due*</b> ]
	23	<b>TEST 1 (Modules 1 &amp; 2) 11:00 AM - 12:15 PM [Quiz 1 due*]</b>
<b>Module 3. Contemporary Prejudices</b>		
	25	Implicit Biases
March	2	Aversive Prejudice
	4	Ambivalent Prejudice [ <b>Implicit Association Test – Assignment due*</b> ]
	9	Denying Structural Inequities
<b>Module 4. Dealing with Stereotypes and Prejudices</b>		
	11	Microaggressions
	16	Stereotype Threat [ <b>Mid-Semester Teaching Evaluation due*</b> ]
	18	Coping with Discrimination [ <b>Understanding Microaggressions – Assignment due*</b> ]
	23	Privilege + Mini Review Session for Test 2
	25	<b>TEST 2 (Modules 3 &amp; 4) 11:00 AM - 12:15 PM [Quiz 2 due*]</b>
	30	<b>REST &amp; RECOVERY DAY</b>
<b>Module 5. Living in a Diverse World</b>		
April	1	Intergroup Contact
	6	Intergroup Ideologies
	8	Embracing vs. Resisting Diversity [ <b>Personal Experience of Intergroup Contact – Assignment due*</b> ]
	13	Experiencing Diversity
	15	<b>REST &amp; RECOVERY DAY</b>

**Module 6. Reducing Stereotyping, Prejudice, and Discrimination**

	20	Self-Regulating Biases
	22	Addressing Biases
	27	Equity and Diversity Initiatives [ <b>Apology for Prejudice – Assignment due*</b> ]
	29	Diversity Training + Mini Review Session for Test 3
May	4	<b>TEST 3</b> (Modules 5 & 6) <b>11:00 AM - 12:15 PM</b> [ <b>Quiz 3 due*</b> ]
	6	Review Session
	11	<b>FINAL EXAM</b> (Modules 1-6) <b>10:30 AM - 12:30 PM</b>

\* Due on Canvas by 11:00 AM.