

Psychology of Prejudice (PSY 353)
Spring 2013

Tues, Thurs 8:15-9:30am, Watson 310

Dr. Jessica Good

E-mail: [jegood@davidson.edu](mailto:jegood@ davidson.edu)

Phone: 704-894-2131

Office: Watson 205

Office Hours: Mon, Wed 9:30am – 11:30am, Tues 2pm-4pm, or by appointment

Mailbox: Psych office (Watson)

Required Texts:

Plous, S. (Ed.). (2003). *Understanding prejudice and discrimination*. New York: McGraw-Hill. ISBN# 0-07-255443-6 (P)

Whitley, B. E. Jr., & Kite, M. E. (2010). *The psychology of prejudice and discrimination* (2nd ed.). Belmont, CA: Wadsworth. ISBN# 978-0-495-59964-7 (W&K)

Additional Readings:

All additional readings will be posted on Moodle.

Course Websites:

<https://moodle.davidson.edu/> (log in with ID and password, click on PSY 353). Additional readings, assignments, and the most-up-to-date syllabus can be found here. Please check the website frequently for any announcements regarding syllabus changes, class cancellations, etc.

Course Description:

This course explores current psychological theory and research regarding stereotyping, prejudice, and discrimination. We will discuss stereotype formation and activation, current and past conceptualizations of prejudice, interpersonal and institutional discrimination, as well as strategies for reducing the expression of prejudice. Throughout the course, we will consider the experiences of several stigmatized groups including, but not limited to, prejudice based on gender, race, sexual orientation, age, disability, and socio-economic status. The general framework for the class will be social psychological, given that many of the central topics in social psychology are applicable to the study of prejudice (social perception, self and social identities, attitudes, norms, intergroup behavior, aggression, etc.). However, other psychological perspectives will also be touched upon (cognition, development, health, etc.) and interdisciplinary discussions are encouraged. Class discussion will be based on textbook readings, primary research articles, popular press, and video clips. Students will be evaluated based on class discussion, assignments/papers, exams, and written research proposals. This

course counts toward the seminar requirement within the psychology major, and may count toward the Gender & Sexuality Studies concentration (speak with GSS faculty).

Course Goals:

- Understand the core issues, phenomena, and concepts surrounding the psychological study of prejudice and discrimination
- Understand the methods and techniques used by psychologists in conducting research in this area of study
- Gain the ability to critically evaluate psychological research on prejudice and discrimination
- Think critically about the role of prejudice in your own lives
- Develop novel questions related to the study of prejudice, and design creative research proposals to address these questions

Grading:

Grades will be based on participation, response papers, discussion leading, a research proposal, experiential papers, and a take-home final exam. The breakdown will be as follows:

Assignment	Percentage of Final Grade	Final Grade	Percentage
Participation	20%	A	93.0 – 100%
Response Papers	15%	A-	90.0 – 92.9%
Discussion Leading	15%	B+	87.0 – 89.9%
Research Proposal	25%	B	83.0 – 86.9%
Experiential Papers	25%	B-	80.0 – 82.9%
		C+	77.0 – 79.9%
		C	73.0 – 76.9%
		C-	70.0 – 72.9%
		D+	67.0 – 69.9%
		D	60.0 – 66.9%
		F	0 – 59.9%

Participation: This is a discussion-based course; therefore participation in class discussion is vital to the educational experience. You are expected to have read all of the assigned materials prior to coming to class and to have thought about the ideas/issues raised in those readings. You are not expected to understand everything you read or have all the answers – that’s the point of discussion! Keep track of your questions and raise them as we go through the material. Some people are more shy than others and do not like to speak up in class. Active participation in class discussion is a requirement of this seminar. (Think of it like any other requirement – just as you may not enjoy taking tests, reviews are a requirement in many courses). Be mindful of your class participation and remember to speak up! Also note that active participation includes listening and considering other students’ comments, and responding appropriately. Those who simply

dominate the discussion are not participating well. Participation will be assessed by your peers 3 to 4 times during the semester and feedback will be given so that you are aware of ways to improve. Final participation grades will be based on both your peers' and my assessment. Note that your completion of the peer assessment and discussion leader assessment surveys will also count toward your participation grade.

A note about the topics covered in this course – A course on prejudice and discrimination will naturally cover some potentially sensitive topics and bring to light personal experiences. In order for us to have the best possible discussion, we all need to feel secure in knowing that personal experiences or controversial opinions that are shared in class will not be shared with others outside the seminar environment. Respect others' privacy and they will do the same for you.

A note about attendance – You cannot participate in class discussion if you are not in class. Likewise, we cannot benefit from your insights and questions if you are not present to give them. Attendance is critical to the success of the class, and thus absences will negatively affect your grade. Obviously I understand that illnesses and personal crises happen, therefore you may miss TWO classes without penalty. After that, please contact me privately to discuss your individual situation. For everyone's sake, please do not come to class if you are carrying some sort of contagious illness. Contact me and use your best judgment in deciding if you are too ill to attend class.

Response Papers: Readings assigned for each day of class are listed on the course schedule. Make sure to read all assigned readings *before* class. The day before each class (Mondays or Wednesdays by 10am – not when you are the discussion leader), you will turn in (e-mail) brief responses to the reading (max 1 page). The advanced copies serve two purposes: they ensure that you have thought about the material, and they help the discussion leaders prepare for their jobs as leaders. Response papers could include thoughtful questions or comments for discussion in class, a connection to a current event or new story, a link to previous readings, a critique of one of the studies presented, etc. Clarification questions are encouraged in class to ensure that everyone understands the reading, and therefore may be listed at the end of the response paper, but should not be included in the thoughtful reaction to the reading. For example, "what is the difference between a stereotype, prejudice, and discrimination?" is an appropriate clarification question to ask, but is not a thought-provoking discussion question. Response papers will be shared with that day's discussion leaders, so you should be mindful that your responses are *not confidential*. Discussion leaders will have an easier time if they are provided with thought provoking questions and comments from which to draw upon. Remember the golden rule; when writing your responses think about the type of response you would want to receive as discussion leader. Response papers will be graded primarily on creativity and critical thinking, but will be penalized for poor spelling and grammar. Truly superb papers will receive a $\sqrt{+}$, good papers will receive a $\sqrt{}$, and less than satisfactory papers will receive a $\sqrt{-}$ scale. *Late response papers will not be accepted.* Over the course of the semester, you may skip the response paper twice; that is, you will not be penalized for not turning in a response paper for two class meetings. Each student will need to complete 20 response papers (25 class meetings with readings – 3 discussion leading dates – 2 freebies = 20 response papers).

Note - If it seems that students are not reading the assigned material, I reserve the right to implement “pop” reading quizzes in addition to response papers.

Discussion Leading: You will work in pairs to act as discussion leaders three times during the term. You will be assigned days to lead discussion, but may make adjustments by switching with other students AND e-mailing me at least a week ahead of time. Together the discussion leaders will organize the class responses and guide the class discussion on the theories or issues read about for that day, deciding what to talk about and in what order. Your decisions may be based on what material caused the most diversity of opinion, what seems most likely to spark extended discussion, what you personally found most interesting, or any other criteria you choose. Discussion leaders may bring in additional sources (new stories, short video clips, etc.) if desired, but added sources are not necessary. After each class, students will provide feedback to the discussion leaders via an online survey (link posted on Moodle). I will compile the feedback and send to discussion leaders the day after their class.

Research Proposal: You will work in pairs to develop an original research question relevant to a topic covered in class, and design an experiment or correlational study to address that question. You are expected to choose a topic that interests you, conduct a literature search of relevant empirical articles, and formulate a novel research question. All pairs should meet with me by Week 11 to discuss the project, but are encouraged to meet with me earlier or more than once. During the last week of the course, pairs will give an oral presentation of their research proposal to the rest of the class. Specific details will be given in a separate handout.

Experiential Papers: Over the course of the term, you will complete 5 brief papers in which you will engage in an experiential assignment and then write about your experience and draw connections to research and theory discussed in class. In the first paper, you will attend an event or go to a place you would not normally go as a member of your cultural group. In the second, you will consider cultural privilege as you embark on a scavenger hunt at a local superstore (e.g., Walmart, Target, department store, etc.) during which you will search for several cultural items. In the third, you will interview someone (faculty, staff, other students, community members, etc.) about their experiences with discrimination throughout their life. In the fourth, you will compare messages espoused by different hate groups on their websites. In the fifth, you will develop a clear plan of action to address issues related to diversity at Davidson. These experiential papers will be brief (4-5 pages) and will be discussed in class on the day they are due. Specific details for each paper will be given in a separate handout.

Late Assignment Policy: All assignments (with the exception of the response papers) will be penalized by one letter grade for every 24 hours they are late. Assignments more than 3 days late will not be accepted. Given that the discussion leaders and I need time to prepare for class, response papers will not be accepted late.

Academic Accommodations: Accommodations are the legal right of students with all kinds of disabilities. If you are a student who might need special accommodations, contact Student Life (Dean Bray – [kabray@davidson.edu](mailto:kabray@ davidson.edu)) to document your disability with the College. Please let me know as soon as possible so that we can explore appropriate accommodations. All such discussions will be fully confidential unless you stipulate otherwise.

Honor Code: The honor code at Davidson is both a privilege and a responsibility. Academic dishonesty of any type will not be tolerated. All work turned in for this class must be *fully* pledged and signed; the entire pledge should be written out and signed. **Unpledged work will not be graded.** Students are encouraged to discuss ideas with others, but all assignments are to be completed independently (except for the research proposal). Because this is a discussion-based class and many of the topics are sensitive or controversial in nature, students must feel confident that their personal views will not be shared outside the classroom. You are honor-bound not to share personal or identifying information that was discussed within the confines of the classroom experience. Relatedly, any additional readings beyond the assigned textbooks have been subjected to a “fair use” copyright analysis to determine their suitability for use within the constraints of the educational setting. Sharing these readings (if not freely downloadable from the College Library website) with others not enrolled in the course is a violation of this fair use agreement.

The honor code pledge is as follows: “On my honor, I have neither given nor received unauthorized information regarding this work, I have followed and will continue to observe all regulations regarding it, and I am unaware of any violations of the Honor Code by others.” Full information can be found at: <http://www3.davidson.edu/cms/x8918.xml>

To help clarify the situation, I have provided specific details about what is and what is not acceptable:

You May:

- Consult the textbook, other students, or additional resources when completing assignments and papers
- Discuss your assignment and paper ideas with other students
- Ask me for extra help with a concept

You May Not:

- Turn in another student’s work as your own
- Represent someone else’s idea as your own
- Share personal or confidential information discussed in class with anyone not enrolled in the course

YOU MUST:

- Cite your sources in all written work and provide complete APA references
- Pledge all completed work

Office Hours: Students are encouraged to meet with me during office hours to discuss concepts covered in class, research proposal ideas, etc. I am also happy to arrange appointments to meet with students individually for extra help. Because this class is heavily discussion-focused, there is no way to replicate the class meeting at a later date. In other words, office hours are not a substitute for coming to class.

Course Schedule:

The following is a *tentative* schedule. Any changes will be announced in class and posted on the

course website.

Date	Topic	Reading (before class)	Assignment Due
Week 1			
1/15	Course Overview, Key Terms	W&K (pp. 8-18), Syllabus	
1/17	NO CLASS		
Week 2			
1/22	Social Construction of Groups <i>Race: The Power of an Illusion</i>	Rudman & Glick (pp. 6-24), Markus (2008), Dao – NYTimes (2011)	
1/24	Researching Prejudice & Discrimination	W&K (pp. 39-76), Nier (pp. 50-73)	
Week 3			
* 1/29	Stereotype Formation	W&K (pp. 77-98), P (pp. 5-17, 20-31)	Paper #1
* 1/31	Stereotype Accuracy & Maintenance	W&K (pp. 98-116), Nier (pp. 352-375), Collins, Biernat, & Eidelman (2009)	
Week 4			
* 2/5	Stereotype Activation	W&K (pp. 121-157)	
* 2/7	Emotions	W&K (pp. 161-178), Goff, Steele, & Davies (2008)	
Week 5			
* 2/12	Motivation	W&K (pp. 178-184), Legault, Gutsell, & Inzlicht (2011)	
* 2/14	Privilege	P (p. 191-212)	Paper #2
Week 6			
* 2/19	Contemporary Racism <i>Race on Trial</i>	W&K (pp. 197-214), Dovidio et al. (2010)	
* 2/21	Ambivalent Sexism	Rudman & Glick (pp. 37-52), Dardenne, Dumont, & Bollier (2007) – only Studies 1 & 2, Good & Rudman (2010)	
Week 7			

* 2/26	From Prejudice to Discrimination	W&K (pp. 369-402)	
* 2/28	Workplace Discrimination <i>The Fairer Sex?</i>	Pager & Western (2012)	Paper #3
Week 8			
	Spring Break – NO CLASS		
Week 9			
* 3/12	Individual Differences	W&K (pp. 232-276)	
3/14	NO CLASS		
Week 10			
* 3/19	Social Context of Prejudice	W&K (pp. 324-351)	
* 3/21	Hate Groups <i>Skinheads USA</i>	W&K (pp. 351-363, 402-411)	Paper #4
Week 11			
* 3/26	Target Experiences	W&K (pp. 418-436), Salvatore & Shelton (2007)	
* 3/28	Consequences of Discrimination	W&K (pp. 436-453), Jamieson et al. (2012)	
Week 12			
4/2	Easter Break – NO CLASS		
* 4/4	Concealable Stigma – Heterosexism & Homophobia	Smart & Wegner (2000), W&K (pp. 479-491)	
Week 13			
4/9	Heterosexism & Transgender Bias <i>Middle Sexes: Redefining He and She</i>	P (pp. 375-401, 410-423), Abbey (2012), Associated Press (2012)	
* 4/11	Concealable Stigma: Disability & Disease	W&K (pp. 514-525), P (pp. 65-92), Link et al. (1999), Arriero – Charlotte Observer 2012	
Week 14			
* 4/16	Size & Age Stigma	W&K (pp. 498-514), King et al. (2006)	
4/18	Perceptions of Malleable Groups:	Darley & Gross (1983),	

	Stigma of Low SES <i>People Like Us: Social Class in America</i>	Fiske (2010)	
Week 15			
* 4/23	Reducing Prejudice & Discrimination: Intergroup Contact Theory	W&K (pp. 551-559), Pettigrew & Tropp (2011) Chapters 6 & 11	
* 4/25	Diversity Messages & Interventions	W&K (pp. 569-578), Son Holoien & Shelton (2011), Catalyst (2012)	
Week 16			
* 4/30	Confronting Prejudice	Czopp & Monteith (2003), Mallett & Wagner (2011)	Paper #5
5/2	Intergroup Monopoly		
Week 17			
5/7	Research Project Presentations		
EXAM WEEK: Research Proposal due 5/13 at 12pm			

* indicates student discussion leaders