

PSY 442. Prejudice and Stereotypes

Thierry Devos

SDSU – Spring 2011

Course Objectives

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**. By the end of this course, you should:

- (1) Be able to understand and apply different theoretical approaches to the study of prejudice and stereotyping.
- (2) Appreciate the complexity and multidimensionality of prejudice and stereotyping.
- (3) Be able to think critically about scientific research on 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.

Format

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

Blackboard

You can access the course website on Blackboard:

- <https://blackboard.sdsu.edu> [Course: PSY442-01-Spring2011]

Slide shows presented in class will be made available on line **before the lecture** ("Slides" menu). In addition, you will find announcements, instructions for assignments, 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. (2010). *The psychology of prejudice and discrimination* (2nd edition). Belmont, CA: Thomson Wadsworth.

The textbook can be purchased at the SDSU Bookstore (Aztec Shops) or at KB Books (5187 College Avenue).

Grading

Your final grade will be based on the following components:

Tests (75% = 3 x 50 pts)

Three tests will be given in class (see *Schedule of Topics, Assignments, and Tests*). Each test covers about 8 lectures and 4 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 week prior to the test). No makeup tests will be given unless I have been contacted in advance of the exam and an acceptable written excuse (such as a doctor's note) is provided by the student. No exceptions will be made to this policy. Students who do not take a test and do not meet the conditions for taking a makeup will receive 0 points for that test.

Assignments (25% = 10 x 5 pts)

You will be asked to complete 10 take-home assignments (demonstrations, exercises, observations, interviews, 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 Tests*). Late assignments will be penalized 2 pts per day late.

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:

$$\text{Pct grade} = (\text{test 1} + \text{test 2} + \text{test 3} + \text{take-home assignments}) / 2$$

The grading scale will be provided mid-way through the semester.

Attendance

The class will meet on Tuesdays & Thursdays from 11:00 AM to 12:15 PM in room LS 246. 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**. beepers and cell phones should be turned off.

Academic Dishonesty

Cheating on examinations or **plagiarism** (representing someone else's work or ideas as your own) will result in disciplinary actions. I encourage students to discuss and exchange ideas about assignments. However, copying even portions of someone else's assignment is not acceptable. Each assignment submitted must reflect the creative effort of the student(s) turning in the assignment. **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

Students who need accommodation of their disabilities should **contact me privately** to discuss specific accommodations for which they have received authorization. If you have a disability, but have not contacted **Disabled Student Services** at 619-594-6473 (Calpulli Center - Suite 3100), please do so before making an appointment to see me.

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 Tests

January	20	Introduction
	25	Defining Stereotypes, Prejudice, and Discrimination (1)
	27	Theory and Research on Prejudice and Stereotyping (2)
February	1	Doing Research on Prejudice and Stereotyping (3) [Assignment 1 due]
	3	Social Categorization and Stereotyping (4)
	8	<i>A Research-Based Prevention Program for Teen Relationship Violence</i>
	10	Stereotype Maintenance (5) [Assignment 2 due]
	15	Stereotype Activation and Application (6)
	17	Emotions and Motivation (7) [Assignment 3 due]
	22	TEST 1 (Lectures 1-7; Chapters 1-5)
	24	Reflections on Contemporary Prejudice (8)
March	1	Implicit Prejudice and Stereotyping (9) [Assignment 4 due]
	3	Aversive Prejudice (10)
	8	Symbolic Prejudice (11)
	10	Ambivalent Prejudice (12) [Assignment 5 due]
	15	Prejudice, Personality, and Ideology (13)
	17	<i>LGBTQI Panel Discussion</i> [Assignment 6 due]
	22	The Development of Prejudice in Children (14)
	24	Conflict and Hostility between Groups (15) [Assignment 7 due]
		SPRING BREAK (No class meeting)
April	5	Social Identity and Intergroup Biases (16)
	7	TEST 2 (Lectures 8-16; Chapters 6-9 + 12)
	12	Hate Crimes (17)
	14	Discrimination (18) [Assignment 8 due]
	19	Responses to Stigmatization (19)
	21	Stereotype Threat (20)
	26	Intergroup Contact (21) [Assignment 9 due]
	28	Affirmative Action (22)
May	3	Suppression and Self-Regulation (23) [Assignment 10 due]
	5	Color-Blindness versus Multiculturalism (24)
	10	TEST 3 (Lectures 17-24; Chapters 10, 11, 13, & 14)

Contact Information

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