PSY 498 – PSYCHOLOGY OF PREJUDICE

Section 001
Stephen F. Austin State University
Summer II 2011

Professor: Jeremy D. Heider, Ph.D.
Class Location: ED 263
Meeting Times: MTWR 10:10-12:05
Credit Hours: 3
Office Location: ED 215H
Office Hours: MTWR 9:00-10:00; or by appointment
Phone Number: (936) 468-1584
E-mail: heiderj@sfasu.edu

Text & Materials:

Required Texts:

Required Readings:
Eyssel, F., & Bohner, G. (2007). The rating of sexist humor under time pressure as an indicator of spontaneous sexist attitudes. Sex Roles, 57, 651-660. [Chapter 8]
Heider, J. D., & Radford, D. R. Reducing implicit and explicit forms of sexual prejudice. Manuscript submitted for publication. [Chapter 3]

**Course Description:**
In-depth study of a topic, such as Sports Psychology, Health Psychology, Human Factors, Ecological Psychology, or Existential Psychology. Topics announced prior to registration. Prerequisites: Advanced standing or consent of instructor. May be repeated once under a different topic.

**Dr. J’s Description (the real scoop!):**
This course will be an in-depth seminar focused on social psychological research on prejudice, stereotyping, and discrimination. This will include examination of such issues as the origin and maintenance of stereotypes, personality characteristics associated with prejudice, “modern” forms of prejudice, the psychological experiences of victims of stereotyping and prejudice, and the reduction of prejudice. These issues will be considered in the context of numerous social categories, including race, gender, age, sexual orientation, and physical stature.

**Course Objectives:**
- To provide a broad overview of social psychological research on stereotyping, prejudice, and discrimination, from classic theories to contemporary research.
- To familiarize students with how social psychologists who study stereotyping and prejudice think, how they conduct research, and what the results of the research mean.
- To help students develop numerous skills, including critical analysis, integration, writing, and oral expression.
- To enable students to critically analyze real-world situations in terms of social psychological ideas and principles that have emerged from prejudice research.

**Program Learning Outcomes (PLOs):**

<table>
<thead>
<tr>
<th>PLO</th>
<th>Proficiency Level</th>
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<tr>
<td>The student will demonstrate familiarity with the major concepts,</td>
<td>Advanced</td>
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<td>theoretical perspectives, empirical findings, and historical trends</td>
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<td>in psychology.</td>
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<td>The student will understand and apply basic research methods in</td>
<td>Intermediate to</td>
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<td>psychology, including research design, data analysis, and</td>
<td>Advanced</td>
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<td>interpretation.</td>
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<td>The student will respect and use critical and creative thinking,</td>
<td>Advanced</td>
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<td>skeptical inquiry, and, when possible, the scientific approach to</td>
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<td>solve problems related to behavior and mental processes.</td>
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<td>The student will understand and apply psychological principles to</td>
<td>Advanced</td>
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<td>personal, social, and organizational issues.</td>
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<td>The student will value empirical evidence, tolerate ambiguity, act</td>
<td>Intermediate</td>
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<td>ethically, and reflect other values that are the underpinnings of</td>
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<tr>
<td>psychology as a science.</td>
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General Education Core Curriculum Objectives:
No core curriculum objectives are assessed in this course.

Student Learning Outcomes (SLOs):
Students with a passing grade in this course should be able to:
• Compare theories and approaches within the social psychological study of stereotypes, prejudice, and discrimination.
• Describe and discuss important constructs in prejudice research (e.g., implicit attitudes, social categorization, authoritarianism, the contact hypothesis, etc.).
• Apply numerous principles from social psychological research on prejudice to their everyday lives.

Means of Assessment:
In this course, students will demonstrate the course outcomes in the following ways:
• Performance on short-answer questions on quizzes.
• Participation in class discussions (including generating novel questions for discussion) and demonstrations.
• Performance on a series of short written homework assignments.
• Completion of a 2,000- to 2,500-word APA style paper and an associated class presentation analyzing a film or television program in terms of social psychological principles related to the study of prejudice.

Course Requirements:

Quizzes:
For every two chapters we cover in this course, we will have a brief (about 25-30 mins) quiz on the associated textbook chapters (and readings, if applicable). This is to ensure that you have a reasonable understanding of the readings and lectures. There will be a total of 5 quizzes.

Discussion Questions:
Five of the textbook chapters will have associated readings, and some class time will be devoted to a discussion of the readings. We will also conduct a similar discussion of the book Black Like Me by John Howard Griffin. In order to facilitate these discussions, you will have to prepare at least one discussion question. You will e-mail your question to me (heiderj@sfasu.edu) before class so I can compile them into one list that will be used to guide that day’s discussion.

Written Homework Assignments:
Throughout the term, you will be completing a series of written homework assignments related to the course material. For example, during some of our class meetings we will be watching episodes of the FX television program Black.White. You will be asked to write short papers in response to each episode we view. The objective of each paper will be to discuss the events in the episode as they relate to your own understanding of stereotyping, prejudice, and discrimination. In addition, we will also be discussing the book Black Like Me. A similar paper will be written based on our discussion of this book.
In addition to these three papers, you will also be completing three other written homework assignments. Details regarding these assignments will be covered when we reach the relevant point in the course material.

All written homework assignments must be typed, single-spaced, and between 400 and 500 words in length (seriously!). And please remember – grammar and spelling count! Papers with mistakes in these areas will DEFINITELY lose points. Each assignment is due via e-mail (heiderj@sfasu.edu) by no later than the BEGINNING of the class period listed in the schedule (see below), and must be sent as an attachment in a format compatible with Microsoft Word (either .doc, .docx, or .rtf). Also, please note you will NOT receive full credit for e-mailed assignments unless you are also present in class on the due date. Exceptions can be made in the event of a documented excuse, but for the most part this rule will be enforced strictly. In other words, no skipping class just because you can e-mail me your assignment instead of physically handing it in!

**Film Analysis Paper and Presentation:**
The major writing assignment for this course is a film analysis paper that applies principles from social psychological research on prejudice to events depicted in a film or television program of your choosing. The objective will be to select a few scenes from the film/program and discuss how those scenes illustrate principles from the field. The paper should be written in APA style, and should follow this general format:

1. Title page (p. 1)
2. Abstract page (p. 2)
3. Main body (pp. 3-???)
4. Reference page (begins on separate page)

The main body should open with a paragraph (or two) that describes the film or television program you selected (basic storyline, main characters, etc.). The remainder of the main body should consist of a series of alternating paragraphs – one describing a scene, the next applying research principles to that scene (then another scene description, then the application of principles to that scene, and so on…).

The film or television program you select for your paper is up to you, as long as one of its themes (if not its primary theme) deals with issues related to prejudice. The prejudice can be based on any relevant social category – race or ethnicity, gender, age, sexual orientation, etc.

Some potential film suggestions (all dealing w/ racism, but your choice doesn’t have to):
- **Crash**
- **In the Heat of the Night**
- **American History X**
- **Remember the Titans**
- **Mississippi Burning**
- **Schindler’s List**
- **Guess Who’s Coming to Dinner (or Guess Who)**
- **Hotel Rwanda**
- Pretty much any Spike Lee joint

The main body of your paper (i.e., excluding the title page, abstract page, and references) should be between 2,000 and 2,500 words in length. We will discuss other requirements as the term progresses.
In addition to the paper itself, you will also prepare and deliver a class presentation based on your analysis of the film/TV program. This presentation will most likely be 10-12 minutes in length, and should “hit the highlights” of your paper. That is, you should indicate: (a) what film/program you selected; (b) the stereotyping/prejudice principles you believe are applicable to the film/program; (c) why you believe these principles are applicable; and, if possible, (d) a short (3-4 mins max) clip or series of clips from the film/program that illustrate one or more of the principles.
Grading Policy:

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<tr>
<th>Material</th>
<th>Possible Points</th>
<th>% of Total Points</th>
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<tr>
<td><strong>Quizzes (5):</strong></td>
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<td></td>
<td>75 (15 per quiz)</td>
<td>25%</td>
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<td><strong>Class Participation:</strong></td>
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<td>Discussion Questions</td>
<td>15</td>
<td>5%</td>
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<tr>
<td>General Attendance &amp; Participation</td>
<td>15</td>
<td>5%</td>
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<td><strong>Homework Assignments (6):</strong></td>
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<td></td>
<td>90 (15 per assignment)</td>
<td>30%</td>
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<td><strong>Film Analysis:</strong></td>
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<tr>
<td>Film Analysis Paper</td>
<td>75</td>
<td>25%</td>
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<td>Film Analysis Presentation</td>
<td>30</td>
<td>10%</td>
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<tr>
<td><strong>Grading Scale:</strong></td>
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<td>A = 270-300 pts</td>
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<td>B = 240-269.5</td>
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<td>C = 210-239.5</td>
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<td>D = 180-209.5</td>
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<td>F = 179.5 or less</td>
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*Note*. These grade cutoffs are FIRM. In other words, I do not round grades. So if you end up with 269 points (or 268, or 267…), don’t even bother asking me if I will round your grade up to an A. I won’t.
Attendance Policy:
Class attendance is expected, and will be incorporated into your class participation score at the end of the semester. Lectures, class discussions, demonstrations – and most importantly, your participation – are all valuable contributors to your learning. If you know you are going to be late to (or leave early from) class, please come anyway. I would rather have you present for part of class than to miss it completely. For more information on SFA’s policy on attendance and excused absences, visit http://www.sfasu.edu/upp/pap/academic_affairs(CLASS_ATTENDANCE_AND_EXCUSES.html

Academic Integrity:
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Cheating in any form (e.g., copying your neighbor’s test answers; committing plagiarism on your papers) is unacceptable. Cheating is grounds for failure in the course, and you may also be subject to suspension or dismissal from the university. In other words, DON’T CHEAT.

Definition of Academic Dishonesty:
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp.

Withheld Grades (Semester Grades Policy A-54):
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chairdirector, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Statement on Americans with Disabilities:
If you have a documented disability or suspect that you have a learning problem and need accommodations, please contact Disability Services in the Human Services Building, Rm 325 (Phone: 936-468-3004). You may also visit their website for more information: To
obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Acceptable Student Behavior:
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

I expect every student in my courses to be good community members by remembering to CONSIDER THE NEEDS OF OTHERS. This means a lot of things: (1) If others need help (e.g., asking to see your notes), then help them. (2) Don’t be disruptive in class (e.g., via excessive talking); other people might actually want to pay attention. (3) TURN OFF YOUR CELL PHONES OR OTHER THINGS THAT MAKE NOISE. They are annoying. No one cares that you have a phone call, nor do they need to hear what witty song you have as a ringtone. (4) Please SHOW RESPECT FOR OTHERS’ IDEAS AND OPINIONS. In this class we may occasionally discuss personal and/or sensitive issues that provoke strong feelings. Please be sensitive to the feelings of others in discussing these issues. Also remember that good people can have differing opinions, and that part of the purpose of the class is to increase your familiarity with how others might think and feel about various issues related to psychology and life.

General Course Notes:
A guiding principle in this (and any) course is to READ EARLY and READ OFTEN. You will maximize the benefits of lectures by completing the assigned readings before we cover them in class, and you will be better prepared for exams if you have read the material more than once. I also encourage you to ask questions, both to foster in-class discussion and to ensure that you have an understanding of what is covered in the textbook and lectures.

If necessary, you may drop this course as long as it is no later than Thursday, August 4th. For more information on SFA’s add/drop policy, visit http://www.sfasu.edu/upp/pap/academic_affairs/add_drop.html

This course will utilize the myCourses online system (a.k.a. Blackboard) to facilitate learning and communication. The myCourses page for this class will be used to post
course documents such as the course syllabus and lecture notes, and you will also be able to check your grades using this system.

*Note:* I highly recommend printing out the lecture notes and bringing them to class – your printouts will make a handy place to take additional notes. However, don’t make the mistake of thinking that having access to my PowerPoint notes will serve as a substitute for class attendance. It won’t!!! We will discuss a great deal of information above and beyond what is presented in the slides, so if you make a habit of missing class I can guarantee you will be at a serious disadvantage when it comes time for the exams and other assignments.

To log into myCourses, go to [http://mycourses.sfasu.edu/](http://mycourses.sfasu.edu/). This will take you to the login page (your user name and password are the same ones you use to log into mySFA).
**Course Calendar:**

*Note:* This proposed schedule is tentative; changes may be made as necessary. If changes are made, they will only be announced in class – so make sure you attend regularly!

7/12: Course Introduction  
Introduction to Study of Stereotypes & Prejudice (Nelson, Ch 1)

7/13: Origin & Maintenance of Stereotypes & Prejudice (Nelson, Ch 2)

**Quiz 1: Thursday, 7/14 (beginning of class)**

7/14: Feeling vs. Thinking in Activation & Application of Stereotypes (Nelson, Ch 3; Heider & Radford, under review; Olson & Fazio, 2003)

**Illusory Correlation Homework Due Monday, 7/18**

7/18: Feeling vs. Thinking cont’d

7/19: **Discussion questions due by 8 AM**  
Discussion of Chapter 3 Articles  
The Prejudiced Personality (Nelson, Ch 4; Crawford & Skowronski, 1998; Cunningham et al., 2004)

**Implicit Association Test Homework Due Wednesday, 7/20**

7/20: **Discussion questions due by 8 AM**  
Prejudiced Personality cont’d  
Discussion of Chapter 4 Articles

**Quiz 2: Thursday, 7/21 (beginning of class)**

7/21: Old-Fashioned vs. Modern Prejudice (Nelson, Ch 5; Dovidio & Gaertner, 2000; Edlund & Heider, 2008)

7/25: Old-Fashioned vs. Modern Prejudice cont’d  
**Discussion questions due by 8 AM**  
Discussion of Chapter 5 Articles

**Need for Cognition Homework Due Tuesday, 7/26**

7/26: Experiencing Prejudice (Nelson, Ch 6; Cheryan & Bodenhausen, 2000; Smith & Johnson, 2006)

7/27: Experiencing Prejudice cont’d  
**Discussion questions due by 8 AM**  
Discussion of Chapter 6 Articles
Quiz 3: Thursday, 7/28 (beginning of class)

7/28:  Discussion questions due by 8 AM
       Discussion of Black Like Me (Griffin, all chapters)

Black Like Me Thought Paper Due Monday, 8/1

8/1:  Ageism (Nelson, Ch 7)
       Black. White. Episode 1

8/2:  Ageism cont’d
       Black. White. Episode 2

Black. White. Episode 1 Thought Paper Due Wednesday, 8/3

8/3:  Sexism (Nelson, Ch 8; Chapleau et al., 2007; Eyssel & Bohner, 2007)

Black. White. Episode 2 Thought Paper Due Thursday, 8/4

8/4:  Sexism cont’d
       Discussion questions due by 8 AM
       Discussion of Chapter 8 Articles

Quiz 4: Monday, 8/8 (beginning of class)

8/8:  Reducing Prejudice (Nelson, Ch 9)

8/9:  Reducing Prejudice cont’d

8/10: Trends & Unanswered Questions in Prejudice Research (Nelson, Ch 10)

Film Analysis Papers Due Thursday, 8/11

8/11:  Trends & Unanswered Questions cont’d

Quiz 5: Take-Home (Due at Beginning of Class Period on Friday, 8/12)

FILM ANALYSIS PRESENTATIONS: FRIDAY, 8/12