

## Psychology 375 – Stereotypes and Prejudice Winter 2009

Instructor: Dr. Jill Coleman  
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Class Meeting Times: M W 9:00-10:40  
Class Location: 2174 Founders Hall  
Office Hours: M 11:00-12:00; T 1:30-2:30

### **Textbook**

Nelson, T. D. (2006). *The Psychology of Prejudice* (2<sup>nd</sup> ed.). Needham Heights, MA: Allyn & Bacon.

### **Supplemental Readings**

Bond, J. (2006). In *Katrina's Wake: Racial Implications of the New Orleans Disaster*. University of Virginia: Symposium on Race and Society.

Human Rights Watch. We are not the enemy: Hate crimes against Arabs, Muslims, and those perceived to be Arab or Muslim after September 11<sup>th</sup>.

Plous, S. (2003). Ten myths about affirmative action. In S. Plous (Ed.), [\*Understanding Prejudice and Discrimination\*](#) (pp. 206-212). New York: McGraw-Hill.

Shibley-Hyde, J. Gender roles and ethnicity.

Tatum, B. D. (1999). The Development of White Identity. In [\*“Why Are All the Black Kids Sitting Together in the Cafeteria?” and Other Conversations About Race\*](#). (pp. 93-113). Basic Books: New York, NY.

Tatum, B. D. (1999). Critical Issues in Latino, American Indian, and Asian Pacific American Identity Development. In [\*“Why Are All the Black Kids Sitting Together in the Cafeteria?” and Other Conversations About Race\*](#). (pp. 131-166). Basic Books: New York, NY.

### **Overview of the Class**

This class is designed to teach you about psychological theories and research on the topics of stereotypes, prejudice, and discrimination. You will learn about both classic and modern theories of prejudice as well as the research currently being done by psychologists to better understand why we use stereotypes and why we discriminate against groups and individuals. We will look at several types of prejudice, including racism, sexism, and heterosexism among many others. It is my hope that by the end of the quarter you have a solid understanding of how various forms of prejudice develop as well as how we can attempt to reduce prejudice in our own communities.

Some of the topics we talk about will be both provocative and sensitive. This class will not work if you are not willing to share your own ideas and discuss the course subject matter. As such, I expect you to be respectful of both me and your fellow classmates. It is natural for people to disagree at times, but even if you hear something you disagree with you should consider that position and respond to it in a respectful and thoughtful manner.

## **Grades**

Grades for the course will be determined by your performance on the following aspects of the course:

Exam #1	45
Exam #2	75
Paper	50
Activity Points	50
<u>Participation and Attendance</u>	<u>30</u>
Total	250

## **Exam**

There are two exams in this course. The first will be given on W Feb. 4<sup>th</sup> and will cover all of the lecture material, textbook readings, and supplemental readings for the course up to that point. There may be a variety of question formats on the exam, including multiple choice, definitions, short answer, and essay. The second exam, given during finals week, will cover material from the entire course but will focus on material from the second half of the quarter.

Make-up exams will ONLY be given with an approved, documented excuse, and any make-up exams must be completed in a timely manner. If you have any questions about the exam policy, please contact your instructor as soon as possible.

## **Paper**

The paper is intended to give you the opportunity to think about a form of prejudice or discrimination that you have found particularly interesting during the course. You will write a 6-8 page paper on a program that is designed to either promote diversity or designed to reduce a particular form of prejudice. The program you select can be one that is already in place in your school, workplace, or community, or you can design a program of your own that you think could or should be implemented in one of these settings.

## **Activity Points**

Throughout the quarter, you will have the opportunity to take part in activities that are designed to apply the topics we are covering in class to the real world. Even though these activities will take time for you to complete outside of class, I hope that you will find them illuminating and helpful in enhancing your understanding of prejudice in the world around you. I have tried to spread the activities throughout the quarter so you are not overwhelmed doing too many things at once.

There will be six activities assigned during the quarter, each one worth 10 points. You cannot earn more than 50 activity points, so if you are unable to turn one of your activities in for any reason you should still be able to get all or most of your activity points. If you have earned 50 points by the time the last activity is assigned, you will not be required to do that activity (although you may complete it if you so choose).

Activities that are turned in late will lose 2 points per day. Once the activity is five days late it cannot be submitted for credit. Activities and their write-ups may NOT be submitted over email unless you get prior approval from your instructor.

*Tentative Activity Schedule:*

- (1) Baseline Survey on [understandingprejudice.org](http://understandingprejudice.org) – completed by Jan. 9<sup>th</sup>
- (2) IAT – summary of results – due Jan. 16<sup>th</sup>
- (3) Scavenger Hunt – due Jan. 26<sup>th</sup>
- (4) Hate groups and hate crime legislation – due Feb. 16<sup>th</sup>
- (5) Film Response Paper – In Whose Honor – due Mar. 2<sup>nd</sup>
- (6) TBA

## **Participation and Attendance**

Although there is a lecture component to the course, I am also planning to do a number of discussions and short activities in class. These will only succeed if you attend class regularly, participate in the activities, and contribute to the discussions. I am not planning to take daily attendance, but if you do not attend class regularly or actively participate in the class you will not receive all of your participation points.

## **Course Policies**

I will be using Carmen (<https://carmen.osu.edu>) to keep track of grades and organize materials for the course. Periodically there may be announcements posted to Carmen, so if you miss class it is a good idea to check the site for information or materials you may have missed. Some handouts and activities may be posted to Carmen, but others may not be. If you miss class, it is important that you check with either your instructor or fellow classmates to confirm what information you need.

I ask that you be respectful of both me and your fellow classmates. Try to come to class on time and please do not talk while someone else (including your professor) is talking. **If you bring a cell phone to class, please turn the ringer off before class begins.**

I am looking forward to a great quarter with this class. I hope that we are all able to learn from each other and gain a better understanding of how prejudice operates in the world around us.

## TENTATIVE CALENDAR

Date	Topic	Reading and Assignment
M Jan. 5	Introduction and Defining Terms	Chapter 1
W Jan. 7	Theories of Stereotypes and Prejudice	Chapter 2
M Jan. 12	Understanding and Measuring Prejudice	Chapter 4
W Jan. 14	Old-fashioned prejudice and origins of stereotypes	Chapter 5
M Jan. 19	MLK Day – NO CLASS	
W Jan. 21	Modern Racism	Chapter 5
M Jan. 26	Intergroup dynamics and race	Tatum articles
W Jan. 28	Origins of sexism	Chapter 8
M Feb. 2	Modern sexism, stereotypes, and the media	Chapter 8
W Feb. 4	EXAM #1	
M Feb. 9	Film – The Laramie Project	
W Feb. 11	Heterosexism and Homophobia	pp. 268-270; “Gender Roles & Ethnicity”
M Feb. 16	Hate Groups and Hate Crimes	“We Are Not the Enemy”
W Feb. 18	Ageism	Chapter 7
M Feb. 23	Stereotypes: Weight, Physical Ability, and Social Class	Chapter 10
W Feb. 25	Experiencing Stigma & Prejudice	Chapter 6
M Mar. 2	Reducing Prejudice – Contact Hypothesis	Chapter 9
W Mar. 4	Reducing Prejudice	
M Mar. 9	Affirmative Action	Plous article – “Ten Myths”
W Mar. 11	Wrap-Up	