

Psy 325: Perspectives on Stereotyping and Prejudice

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Class meets in 127 PSYC
Tuesdays and Thursdays
Meeting time: 12:45 - 2:00 p.m.
This course is CRN 53018, PSY 325

Psy 325 on the Web: <http://www.users.muohio.edu/mcconnar/psy325.html>

Course texts

- Dalai Lama (1999). *Ethics for the new millennium*. New York: Riverhead Books.
- King, M. L., Jr. (1992). *I have a dream: Writing & speeches that changed the world*. New York: HarperCollins.
- Additional course readings provided on the Psy 325 Blackboard.

Course overview

We will examine stereotyping, prejudice, discrimination, and minority experience from a social psychological perspective. That is, we will study phenomena and processes associated with one's beliefs about members of social groups (stereotypes), evaluations of group members (prejudice), and behaviors toward members of a social group based on their group membership (discrimination). Also, we will study how these issues impact the experiences of social group members, especially when they are members of low status or minority groups. Because this is a course in social psychology, we will approach these issues wearing the hat of an experimental psychologist. Rather than focus on anecdotal evidence, cultural truisms, or philosophical positions, we will rely on scientific experiments and theory that explain the behavior of the individual with respect to social groups.

In this semester, we will focus upon the insights provided by two transcendental leaders of understanding and peace: the 14th Dalai Lama (Tenzin Gyatso) and Martin Luther King, Jr. Without question, King is one of the most impactful US citizens in world history, and the visit of the Dalai Lama to Miami's campus this semester (in October) provides a special opportunity to reflect on his role as the leader of Tibetan Buddhism.

Discussing topics such as stereotypes, prejudice, and the experiences of minority group members can be tricky because these issues are, for many, intertwined with important self-relevant experiences, political ideologies, and personal identities. Sometimes, these topics lead to emotionally-charged discussions and debates. At the other extreme, these topics are often skirted because of norms of political correctness or to avoid discomfort. In this class, we will engage these topics directly, but respectfully, in order to explore important mechanisms and theory that underlie stereotyping, prejudice, and minority experience.

This course has several important goals:

- First, students will develop an in-depth and integrative understanding of how approaching the issues of stereotyping, prejudice, and minority experience from a social psychological perspective improves our understanding of human behavior.
- Also, students will learn how theory helps to frame issues associated with stereotypes, prejudice, and minority experience, and see how research that examines these issues speak to basic psychological theory.
- Moreover, the course highlights the value of thinking about issues that for many people involve important self-relevant identities and political ideologies from a scientific perspective. This class will stimulate thinking about issues involving stereotyping and prejudice, not to proselytize others to a particular worldview or to be a vehicle for furthering anyone's political or personal agendas.
- Lastly, this course should help students understand how group-relevant psychological processes affect human behavior in the real world. That is, applying findings and theories should help students "make sense" of why people do the things they do, and further appreciate the importance of social groups in society.

Grades

| Qty. | Item | Points each | Total Points | Percent |
|--------|-----------------|-------------|--------------|---------|
| 2 | Papers | 150 | 300 | 30% |
| 2 | In-term Exams | 200 | 400 | 40% |
| 1 | Final Exam | 250 | 250 | 25% |
| 10 | Reading Quizzes | 10 | 100 | 10% |
| Totals | | | 1050 | 105% |

Final grades will be determined by your total points accumulated during the semester applied to this scale:

| Points | Percent | Grade |
|------------|------------|-------|
| 925 - 1050 | 93% - 105% | A |
| 895 - 924 | 90% - 92% | A- |
| 865 - 894 | 87% - 89% | B+ |
| 825 - 864 | 83% - 86% | B |
| 795 - 824 | 80% - 82% | B- |
| 765 - 794 | 77% - 79% | C+ |
| 725 - 764 | 73% - 76% | C |
| 695 - 724 | 70% - 72% | C- |
| 665 - 694 | 67% - 69% | D+ |
| 625 - 664 | 63% - 66% | D |
| 595 - 624 | 60% - 62% | D- |
| 0 - 594 | 0% - 59% | F |

The instructor reserves the right to adjust the grading scale. If modifications occur, such changes will only make it easier for you to get a better grade (i.e., the scale will never be adjusted against you). However, it would be extremely unwise to anticipate that an adjustment will occur. Final grades will be based on the final number of points earned as applied to the above grading scale, no exceptions. There is no end-of-semester negotiation period where students plea and barter for a better grade in the class. If students are dissatisfied with their performance in the class, they should discuss their situation with the instructor early in the term and not wait until it's too late.

Grades will be periodically updated and available to students on the instructor's course website (please see URL on the first page, this is not Blackboard), listed by the last few digits of students' Banner ID numbers. PDFs of readings and other handouts are available only through Blackboard.

Exams

Three exams (mostly essay and short answer) will be administered during the course. The first two are in-term exams and are not cumulative, but the *final exam is cumulative* in nature. The exams will focus primarily on the readings, class discussions, and course lectures. Although the exam material will primarily reflect what is discussed in class, material that is assigned but not discussed in class is fair game. However, exams will never assess trivial aspects of the readings. The primary purpose of the exams is to assess how well students are learning and integrating the readings and class discussions. Their focus is primarily on research findings and relevant theories more so than on applications, but some application questions will be asked.

Quizzes

During the semester, short pop quizzes (10 total) on assigned readings will be administered to provide feedback on reading comprehension and to reward students for keeping up to date. They will not be difficult. If students do their reading, this will be the easiest 10% of the grade. They will be administered at the very beginning of class. Students who are late to class or are absent *cannot* make them up (even with an excuse).

Paper projects

Each student will submit two analysis papers focusing on the psychological implications of two transcendental figures: the 14th Dalai Lama (Tenzin Gyatso) and Martin Luther King, Jr. Paper #1 will focus on the Dalai Lama (and is due no later than October 28) and Paper #2 will focus on King (due no later than December 2).

Papers are individual projects (i.e., they are not group projects), and they must be conducted individually. Any act of plagiarism will be dealt with *severely* (see academic integrity policies, below). The purpose of each paper project is to provide students with an opportunity to *apply* theory and findings to a significant world leader in the pursuit of intergroup understanding (i.e., the Dalai Lama and Martin Luther King, Jr.), and to identify aspects of each leader's impact that have not been addressed in the psychological literature. Thus, the papers require that students be both familiar with the individuals being studied (i.e., The Dalai Lama and King) and the material covered in class. Each paper will be 4-5 pages in length (double spaced, normal margins and fonts). Details will be provided later in the semester. Papers are due by the end of class on the deadline dates, and late papers will be subject to a penalty of 15 points (i.e., 10%) for *each* 24-hour period that they are late. Electronic versions will be submitted as well (on Blackboard), and these files will be submitted to plagiarism-detection software to verify that the work is original.

Academic integrity

Both Miami University and the Department of Psychology are dedicated to providing a learning environment based not only on academic excellence but on academic integrity as well. In this course, it is expected that students will adhere to all Miami University guidelines regarding academic misconduct (see Chapter 5 of the *Miami Student Handbook: Academic Integrity* for details). Academic misconduct includes, but is not limited to:

- Submitting work (homework, papers, etc.) conducted for another course without instructor approval
- Submitting the work of another individual or party (whether in part or in whole) as one's own
- Possessing prohibited materials during a test or quiz
- Providing or receiving assistance from another student without the instructor's permission.

Engaging in academic misconduct can result in penalties ranging from a *minimum* of an F on the assignment to an F in the course, an "AD" signifying academic dishonesty on your Miami transcripts, academic suspension, and expulsion from Miami University. Misunderstanding of appropriate academic conduct will not be accepted as an excuse for academic misconduct (see *Miami Student Handbook*, Chapter 5, Section 1.5.A). Please see the instructor for clarification regarding any of the above policies. Students are also encouraged to meet with the instructor if they suspect another student in the course has engaged in academic misconduct.

Class policies

Academic integrity: Any act of academic dishonesty (including, but not limited to, lying, cheating, plagiarism) will not be tolerated and will be punished to the fullest extent in accordance with Miami University policy on academic integrity (see previous page). Any evidence of academic misconduct by a group of students will be considered academic misconduct by all parties involved.

Assignments: Assignment due dates are posted in the syllabus, and they are due at the end of the regularly-scheduled class period (i.e., an assignment is late if handed in later in the day after class). In essence, this syllabus serves as a contract between the instructor and students. The instructor reserves the right to alter the syllabus at any time as warranted. However, the instructor will make such revisions at least one week ahead of a particular due date if it entails making assignments due at an earlier date. Any alterations will be announced in class. Although such arrangements will be communicated in advance, it is the student's responsibility to attend to these announcements. Students who do not attend class assume the responsibility for missing alterations to the course. Further, any "technical difficulties" (e.g., Blackboard being unavailable, printing problems) are *always* the student's responsibility, regardless of circumstances.

Special considerations: In situations where special and documented circumstances require that a student not take an exam during a scheduled time (e.g., arrangements for disabled students, being a member of an athletic team that has an official obligation during class, religious observance), special arrangements can be made to accommodate such needs. However, such students must make arrangements with the instructor at the beginning of the semester and provide official documentation regarding these circumstances.

Course notes and readings: Attending class and taking notes are each student's responsibility. The instructor will not lend out notes or reproduce a lecture under any circumstances. Students who miss a class should ask classmates to borrow their notes. In addition to the books used in the class, there are additional scientific papers that are assigned for reading (provided as PDFs through the course's Blackboard website). It is the students' responsibility to obtain these papers (do not wait until the last minute to download them).

Classroom conduct: While in the classroom, people are expected to conduct themselves in a respectful and civil manner. It is quite all right (and downright encouraged) for people to express their opinions and beliefs in an impassioned fashion. It is quite another thing, however, to be disrespectful or rude *to* students or *to* the instructor. It is fine to disagree with others, and it is okay to express non-PC (politically correct) views. However, disrespectful conduct will not be accepted. Disagreeing with others is fine and expected, but being disagreeable is not. In class, listen to others, participate, and be involved. If you want to read the paper, talk to friends, Facebook, or text — stay at home. Finally, please turn off your cell phone in class.

Make-ups: There are no make-ups if you miss an exam or a report due date because of an unexcused absence. An unexcused absence occurs when a student (1) did not obtain prior permission from the instructor concerning the absence or (2) did not provide documented evidence justifying the absence. Documented evidence can be one of three things: (1) a note from a physician or nurse stating that you were too sick to attend class, (2) a letter from a funeral home or clergy on their letterhead indicating that you attended a memorial service, or (3) a letter from Dean Schilling. There are no exceptions to this policy. There are absolutely no make-ups for quizzes. If students miss a quiz, they will receive a zero (regardless of the circumstances, even if they have an excuse).

Incompletes: Except for cases of documented medical or family emergencies, incompletes will not be given. There is no need for you to do badly in this class: the instructor will be available for meetings and will answer e-mail questions promptly, and points are earned in small chunks throughout the semester. Deadlines for dropping classes and withdrawals are provided by the Office of the Registrar. Please see the official academic calendar published by the Office of the Registrar for more, and official, details regarding these dates and university policies.

Semester schedule

This is the breakdown of the semester day by day. *Assignments are due on the day listed.* That is, the date reflects the due date, not the assignment date. Reading assignments are from either the Dalai Lama or King text (as noted) or from readings from the Blackboard website (listed by authors).

| | | Topic | | Assignment |
|---------|----|--------------|---|---|
| Week 1 | Tu | 8/24 | Welcome and overview of the class | |
| | Th | 8/26 | Basic concepts | Nelson (2006) |
| Week 2 | Tu | 8/31 | Origins of group stereotypes and prejudice | |
| | Th | 9/2 | Stereotypes as heuristics | Macrae et al. (1994) |
| Week 3 | Tu | 9/7 | Self-fulfilling prophecy | Snyder et al. (1977) |
| | Th | 9/9 | Stereotype threat | Steele (1997) |
| Week 4 | Tu | 9/14 | Ingroups and outgroups | Bernstein et al. (2007) |
| | Th | 9/16 | Nonconscious processes | McConnell & Leibold (2001) |
| Week 5 | Tu | 9/21 | Intergroup interactions | Richeson & Shelton (2007) |
| | Th | 9/23 | Shooter bias | Correll et al. (2007) |
| Week 6 | Tu | 9/28 | Motivational factors | Jost & Hunyady (2005) |
| | Th | 9/30 | Exam I | |
| Week 7 | Tu | 10/5 | No class — Reading day (<i>Ethics for a New Millennium</i>) | |
| | Th | 10/7 | No class — Reading day (<i>Ethics for a New Millennium</i>) | |
| Week 8 | Tu | 10/12 | Discuss <i>Ethics for a New Millennium</i> | |
| | Th | 10/14 | Empathy | Batson et al. (1997) |
| Week 9 | Tu | 10/19 | Perspective taking | Galinsky & Moskowitz (2000) |
| | Th | 10/21 | Dalai Lama visits Miami (speaking at Millett Hall, 2 p.m.; tickets available on-line from 9/1-9/7) | |
| Week 10 | Tu | 10/26 | No class — Writing day | |
| | Th | 10/28 | Religion | Paper I due |
| Week 11 | Tu | 11/2 | Religion and self-control | Hungsbarger & Jackson (2005) |
| | Th | 11/4 | Contact hypothesis | Pettigrew & Tropp (2008) |
| Week 12 | Tu | 11/9 | Sex, mating, gender, and sex | Buss (1995); Eagly & Wood (1999) — two papers |
| | Th | 11/11 | Social comparison and body image | Evans & McConnell (2003) |
| Week 13 | Tu | 11/16 | Sexuality and group identity | Jellison et al. (2004) |
| | Th | 11/18 | Exam 2 | |
| Week 14 | Tu | 11/23 | No class — Reading day (King speeches #1-8, 11, 12, 19) | |
| | Th | 11/25 | No class — Thanksgiving | |
| Week 15 | Tu | 11/30 | Discuss King's speeches | |
| | Th | 12/2 | Integration | Paper 2 due |
| Week 16 | Tu | 12/7 | Values | Feather & McKee (2008) |
| | Th | 12/9 | Affirmative action | Pratkanis & Turner (1994) |

Final exam: Tuesday, December 14, at 12:30 - 2:30 p.m., in this classroom