University of Maine at Augusta

PSY 385 – Stereotyping & Prejudice (Synchronous Online)

Course Information

Course Number and Title:	**PSY 385-7000, Stereotyping & Prejudice**
Semester and Year:	**Fall, 2023**
Course Duration:	**August 28, 2023 – December 15, 2023**
Credit Hours:	**3 credit hours**
Class Meeting Time/Link:	**Tuesdays, 1:00pm-3:45pm (Class Zoom Link)**

Instructor Information

Instructor Name:	**Zachary C. Roth, PhD** **Assistant Professor of Psychology**
E-mail Address:	**zachary.roth@maine.edu**
Zoom Office Hours:	**>Drop-In Hours Tues-Thurs, 10:00am-12:00pm** **>Or by appointment (click here to schedule)**

Textbook & Readings

All readings are available in pdf form on Brightspace (full list at end of syllabus; there is no textbook required for this course).

Course Description and Objectives

The goal of this course is to evaluate stereotyping, prejudice, and discrimination from a social psychological perspective. Specifically, you should expect that this course will examine stereotyping and prejudice as it can be understood from a scientific perspective. Following this framework, the course has the following learning outcomes. Upon completion of this course, students will be able to:

1. Describe and differentiate different methodologies in the study of the psychology of stereotyping and prejudice.
2. Understand, apply, and critically evaluate major theoretical approaches to explaining stereotyping and prejudice
3. Understand the individual and structural consequences of discrimination for those targeted by stereotyping and prejudice
4. Apply theoretical approaches and the suitability of social science methodologies to critically investigate the appropriateness and effectiveness of different prejudice intervention practices
5. Discuss the importance of the cultural diversity of identities and groups in regards to understanding how the origins, consequences, and mitigation of prejudices are similar

and different for the variety of identities in ethnicity, gender, class, languages, body-types, and religion

Course Structure

Though there will be lecture, this course will largely use a discussion-based format. Because of this, consistent and active participation is crucial to successfully achieving the goals of this course. The course is structured around weekly readings and discussions. Instead of using a textbook, readings will consist primarily of empirical journal articles or other academic texts. You should anticipate having read and critically analyzed the material before arriving to class. The knowledge and experience you have during class will be applied toward the problems and issues in the exams, application projects, and final research paper.

Grading Scale

This course will have a total of 325 potential points.

A	**94-100%**	**Superior to Excellent Performance**
A-	**90-93%**	
B+	**87-89%**	**Very Good to Good Performance**
B	**84-86%**	
B-	**80-83%**	
C+	**77-79%**	**Slightly Above Average to Average Performance**
C	**74-76%**	
C-	**70-73%**	
D	**60-69%**	**Below Average Performance**
F	**0-59%**	**Failure**

A note about your final grade: I will round your final percentage to two decimal places using the standard: 5 and above gets rounded up, 4 or less gets rounded down. Thus a 93.995% would round *up* to an A (94.00%), but a 93.994% would remain an A- (92.99%).

Graded Components

Weekly Response Papers	Highest 10 @ 10 points each	100 points
Application Project #1	50 points	50 points
Application Project #2	50 points	50 points
Pre-Paper Assignments (Topic, References, Outline)	Topic (5 pts), References (5 pts), Outline (15 pts)	25 points
Final Research Paper	100 points	100 points

Total: 325 points

1. Weekly Response Papers

Because this course has a strong discussion component, weekly attendance is expected. Students should arrive ready to discuss the assigned readings for the week. Class discussions are critical for developing the ability to critically analyze, integrate, and apply the empirical research and theories we will cover in this class.

To prepare for weekly discussion, you will complete a response paper for each week's readings. These papers should provide your reactions, criticisms, etc. to the readings and should be at least 250 words in length. In addition to the 250-word response, you should also generate two questions you have about the weekly reading to be included in the weekly papers. These responses will help organize and clarify your thoughts on each reading and you will have access to them to use during discussion. You can find an example response paper and the grading rubric on Brightspace. Each response paper is worth 10 points and is due 24 hours before class begins each week. Though 12 are assigned throughout the semester, I will use the highest 10 weekly response paper grades when calculating your final course grade.

2. Application Projects

For these assignments, you will be using the information from class to address a real-world issue. You will complete two of these projects this semester using a variation on one of the below topics OR a topic of your choice (pending my approval). Application Project #1 will be a paper and Application Project #2 will be a short presentation. You must pick different topics for each project. Each project is worth 50 points (~14% of final grade each). You can find full instructions and rubrics for these assignments on Brightspace.

Topics:

- Racial bias in policing
- Subtle racism in the courtroom
- Stereotyping in media (choose news, movies/television, or advertising)
- Sexism in the workplace
- [Self-generated topic]

Application Project #1

The first project will consist of a 3-5 page APA style paper that answers the below questions. **The full instructions and rubric for this assignment are on Brightspace.**

- Briefly introduce your topic--What is the primary issue at hand? Introduce the main points
- Describe the problem--What is occurring? Who are the parties involved (perpetrators, victims, neutral parties, etc.)? Why should we care about this problem?
- Integrate theory--Describe two theories/psychological phenomenon from class that could explain why this problem is occurring.
- Evidence-Based Solution--Describe how we might go about ameliorating the problem's consequences or ultimately eliminating the problem using one of the theories/phenomena you chose to describe.

Application Project #2

Using the same questions as in Application Project #1, Application Project #2 will have you and one partner create a 10-15 minute presentation for the class. Along with addressing the main points, you should also include an additional element(s), including but not limited to: brief video, song clips, news coverage, participatory activities/demonstrations, etc. PowerPoint slides may be used but are not required. Sign-ups for the presentation schedule will be open on Week 7. **The full instructions and rubric for this assignment are available on Brightspace.**

3. Final Literature Review Paper

As a capstone project for this course, you will complete a literature review of a topic of your choice. This paper will consist of a comprehensive review and critical analysis of the empirical data on a specific psychological phenomenon related to stereotyping, prejudice, and discrimination. **The full instructions and rubric for this assignment are on Brightspace,** which includes more information on picking a topic, organizing and writing the paper, a grading rubric, and other necessary details for completing this assignment. To prepare adequately for this paper, several pre-paper assignments are due in the weeks leading up to the final version. These pre-paper assignments include a Paper Topic Proposal (Week 8) worth 5 points, an APA-Style Reference Page (Week 10) worth 5 points, and a Lit Review Paper Outline (Week 12) worth 15 points. The final paper is due by 5:00PM the Friday of week 15 and is worth 100 points. See the course schedule at the end of the syllabus for specific due dates and times.

Late Assignments, Missing Work, & Extensions

I generally do not allow make-up work for missed papers, exams, etc. unless there are extreme circumstances. However, I typically do allow *extensions* on some assessments when given reasonable notice and/or documentation prior to the due date.

Grade incompletes will only be given in extenuating situations that occurred beyond your control. Simply not turning in assignments/exams on time will not be given consideration for an incomplete. A student must have completed at least half of the course points at the time of the incomplete to be eligible for an incomplete

Communication & Netiquette

On reaching me: You can reach me via email at zachary.roth@maine.edu. Please use your **UMA email** and include the course in the subject line (PSY 385). I answer emails between 8:00am and 6:00pm each day. Additionally, please consult this syllabus first before you contact me with any questions. You may also stop by during my drop-in office hours on Zoom—no appointment needed--or request a Zoom appointment outside of office hours.

On me reaching you: Outside of class time, I will primarily communicate with you through your UMA email. You should be checking your UMA email at least once per day. When you email me, you can typically expect a response within 24 hours, though there will occasionally be exceptions to this (ex. longer response times during breaks or on weekends). You can typically expect me to provide grading feedback and complete grades within 7 days, though some may take longer to complete.

On netiquette: Though this course occurs in an online context, it is important that we keep in mind that it occurs in a professional context. Email, chat, and discussion forum communications should not contain: informal language, slang, emojis, or ALL CAPS (considered yelling). During Zoom meetings, you should keep yourself on "mute" unless speaking and should keep your video on for the duration of class (unless leaving for a bio-break, etc.).

Class Conduct & Other Course Policies

The classroom (online or in-person) is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of me as the instructor, and the general goals of academic freedom are maintained.

This course covers a variety of topics that many would consider socially or politically sensitive. Because of this, it is important that we follow a few guidelines to ensure happy and healthy discussions each week. This list is of course, not exhaustive and only a starting point.

- **Critique ideas and not individuals.** The goal of a science of psychology is to get at the "truth" and as such our discussions will be with the ideas and concepts under scrutiny. We can and should be critical of all things, but in this course we will not make personal attacks; this includes attacks on fellow classmates' family background, personal history,

or characteristics such as sexual orientation, gender expression, racial and ethnic background, age, social class, religiosity (or lack thereof), etc.

- **Assumption of "good faith"**. We should all come to our discussions beginning with the assumption that all involved are critiquing ideas and providing comments without ill intent. Do your classmates a favor of assuming their good intent until proven otherwise
- **Listen with respect.** In order to allow discussion to occur fluently and effectively, it is necessary that we all listen actively and allow each of us to provide our comments without interruption.

Statement on Sensitive Subject Matter and Self-Care

Courses in the social sciences inherently contain sensitive material that may be hurtful or emotionally close to individuals. Our courses are not intended to provide diagnoses or therapy to students. Students are not entitled to alternate assignments or exempt from course requirements due to their emotional closeness to various social and family issues covered in class. In the interest of preserving student health, ensuring a safe learning environment, and avoiding the precipitation of traumatic events, students are encouraged to utilize University mental health services and/or should not enroll in courses where a major conflict between personal history and student learning is foreseeable. For example, an individual who recently lost a loved one to a drug overdose is not advised to take a course on the ill effects of substance use disorders.

Inclusivity Statement

My approach to higher education is that college courses should encourage adherence to scientific evidence, the exploration of diverse ideas, and the critical analysis of course content and one's own biases. Thus, while I welcome ideas, theories, and other course content to be explored and challenged, it must be done in a respectful manner and never in a way that attacks fellow classmates' family background, personal history, or characteristics such as sexual orientation, gender expression, racial and ethnic background, age, social class, religiosity (or lack thereof), etc. If a student's pronouns or name are not correctly reflected in the university information provided to me, please label assignments and communications as such in a consistent manner so I can remember.

Student Support Services

UMA delivers a comprehensive array of support services in order to promote student success, development, and satisfaction. This includes support for ADA accommodations, Title IX support, tutoring, and mental health support. A comprehensive list can be found here: https://www.uma.edu/academics/student-support/

Tech Help

If you have issues or questions with technology, please visit UMA's "Tech Hub" by following the Brightspace link or the link below: https://sites.google.com/maine.edu/thehub/

ADA Accomodations

If you have a disability which may affect your ability to participate fully in this course, it is your responsibility to request accommodations promptly. Contact the Department of Learning Success on your campus, or the Coordinator of Student Services at your UMA Center to discuss possible assistance. Accommodations must be requested each semester, and are not provided retroactively. More information can be found at: (https://www.uma.edu/academics/student-support/student-development/disability-services/)

Academic Integrity

Academic dishonesty includes cheating, plagiarism, reusing work done in previous courses, submitting identical assignments in multiple classes, and all forms of misrepresentation in academic work, is unacceptable at the University of Maine at Augusta. This is described more fully in the UMA Student Academic Integrity Code which is published in the online UMA Student Handbook. Each student is responsible for learning the standards of academic integrity, and ensuring that his/her work meets these standards. Failure to do so may result in appropriate sanctions consistent with UMA Student Academic Integrity Policy. If you have questions about the academic integrity of your work, discuss these with your instructor before submitting the work. At a minimum, cases of cheating will involve a report of academic misconduct and a zero for the assignment. In most situations, significant plagiarism on a major assignment will result in a grade of 'F' for the entire course. Not understanding plagiarism or not intending to commit plagiarism is unfortunately not a defense. More info: https://www.uma.edu/compliance/handbook/

Title IX

The University of Maine at Augusta is committed to providing an environment free of violence and harassment based on sex and gender. Such civil rights offences are subject to the same accountability and support as offences based on race, national origin, etc. If you or someone else within the UMA community is struggling with sex discrimination, sexual harassment, sexual assault relationship violence, or stalking you can find the appropriate resources at: https://www.uma.edu/compliance/equal-opportunity/title-ix/

Course Scheduling Disclaimer (Disruption Clause)

In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version. The syllabus, schedule, and policies may be updated to reflect the needs of the course and students.

Course schedule begins on the next page ↓

Course Schedule – Fall 2023

Week	Class Date	Topic	Readings	Assignments
1	**8/29**	Welcome and Overview	Jordan & Zanna (1999)	---
2	**9/5**	Scientific Study of Stereotyping & Prejudice	Kite & Whitley (2022)	>Response Paper 1 due on 9/4 by 1:00pm
3	**9/12**	Explicit & Implicit Prejudices	Eagly & Diekman (2008) Devine (1989)	>Response Paper 2 due on 9/11 by 1:00pm >Last day to drop the course with 100% refund is 9/10
4	**9/19**	Stereotyping: Categories, Content, & Maintenance	Fiske et al. (2002) Macrae & Bodenhausen (2000)	>Response Paper 3 due on 9/18 by 1:00pm
5	**9/26**	Normative Influences	Crandall et al. (2002) Tankard & Paluck (2017)	>Response Paper 4 due on 9/25 by 1:00pm
6	**10/3**	Personality & Individual Differences	Bergh et al. (2012) Cappoza et al. (2019)	>Response Paper 5 due on 10/2 by 1:00pm >Application Project #1 due on 10/3 by 1:00pm
7	**10/10**	**Fall Break-No Class**	**---**	**---**
8	**10/17**	The Social Identity Approach	Hornsey (2008)	>Response Paper 6 due on 10/16 by 1:00pm >Paper Topic Proposal due on 10/17 by 1:00pm

9	**10/24**	Social Dominance Theory; Literature Search Basics	Sidanius & Pratto (2012)	>Response Paper 7 due on 10/23 by 1:00pm
10	**10/31**	Authoritarianism	Duckitt et al. (2010)	>Response Paper 8 due on 10/30 by 1:00pm >APA-Style Reference Page due on 11/3 by 11:59pm >Last day to drop with an automatic "W" grade is 10/30
11	**11/7**	Multiculturalism, Colorblindness, & Other Diversity Approaches	Morris et al. (2015) Rattan & Ambady (2013)	>Response Paper 9 due on 11/6 by 1:00pm
12	**11/14**	Student Presentations (Application Project #2)	—	>Application Project #2 due during class
13	**11/21**	High and Low Status Experiences	McGarrity et al. (2020) Craig & Lowery (2018) Phillips & Lowery (2018)	>Response Paper 10 due on 11/20 by 1:00pm >Lit Review Paper Outline due on 11/21 by 1:00pm
14	**11/28**	Controlling Bias	Macrae et al. (1994) Good et al. (2019)	>Response Paper 11 due on 11/27 by 1:00pm
15	**12/5**	Reducing Stereotypes, Prejudice, & Discrimination	Broockman & Kalla (2016) Moss-Racusin & Rabasco (2018)	>Response Paper 12 due on 12/4 by 1:00pm >Final Lit Review Paper due on 12/8 by 5:00pm

16	**12/12**	Reflections on the Semester	---	---

Readings (in alphabetical order)

All readings are available on Brightspace in the Weekly Modules

Bergh, R., Akrami, N., & Ekehammar, B. (2012). The personality underpinnings of explicit and implicit generalized prejudice. *Social Psychological and Personality Science, 3*(5), 614–621.

Broockman, D., & Kalla, J. (2016). Durably reducing transphobia: A field experiment on door-to-door canvassing. *Science, 35*2(6282), 220-224.

Capozza, D., Colledani, D., & Falvo, R. (2019). The dark triad, humanity attributions, and behavioral inclinations toward outgroups. *Testing, Psychometrics, Methodology in Applied Psychology, 26*(3), 463-479.

Craig, M. A., & Richeson, J. A. (2014). On the precipice of a "majority-minority" America: Perceived status threat from teh racial demographic shift affects white Americans' political ideology. *Psychological Science, 25*(6), 1189-1197

Crandall, C. S., Eshleman, A., & O'Brien, L. (2002). Social norms and the expression and suppression of prejudice: The struggle for internalization. *Journal of Personality and Social Psychology, 82*(3), 359–378.

Devine, P. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology, 56*, 5-18.

Duckitt, J., Bizumic, B., & Krauss, S.W. (2010). A tripartite approach to right-wing authoritarianism: The authoritarianism-conservatism-traditionalism model. *Political Psychology, 31*(5), 685-715.

Eagly, A.H., & Diekman, A.B. (2008).What is the problem? Prejudice as an attitude-in-context. In J.F. Dovidio, P. Glick, & L.A. Rudman (Eds.), *On the Nature fo Prejudice: Fifty Years After Allport* (pp. 19-35). John Wiley & Sons.

Fiske, S. T., Cuddy, A. J. C., Glick, P., & Xu, J. (2002). A model of (often mixed) stereotype content: Competence and warmth respectively follow from perceived status and competition. *Journal of Personality and Social Psychology, 82*(6), 878–902.

Good, J. J., Woodzicka, J. A., Bourne, K. A., & Moss-Racusin, C. A. (2019). The decision to act: Factors that predict women's and men's decisions to confront sexism. In R. K. Mallett & M. J. Monteith (Eds.), *Confronting Prejudice and Discrimination: The Science of Changing Minds and Behaviors* (49-71). Academic Press

Hornsey, M. J. (2008). Social identity theory and self-categorization theory: A historical review. *Social and Personality Psychology Compass, 2*(1), 204-222.

Jordan C.H. & Zanna, P.M. (1999). How to read a journal article in social psychology. In R.F. Baumeister (Ed.), *The Self in Social Psychology* (pp. 461-470) Philadelphia: Psychology Press.

Kite, M.E., & Whitley, Jr., B.E. (2022). How psychologists study prejudice and discrimination. *Psychology of Prejudice and Discrimination: 4th Edition* (pp. 46-85). Routledge.

Macrae, C. N., & Bodenhausen, G. V. (2000). Social cognition: Thinking categorically about others. *Annual Review of Psychology, 51*(1), 93-120.

Macrae, C. N., Bodenhausen, G. V., Milne, A. B., & Jetten, J. (1994). Out of mind but back in sight: Stereotypes on the rebound. *Journal of Personality and Social Psychology, 67*(5), 808.

McGarrity, L. A., Huebner, D. M., Smith, T. W., & Suchy, Y. (2020). Minority stress, emotion regulation, and executive function: An experimental investigation of gay and lesbian = adults. *Personality and Social Psychology Bulletin, 46*(3), 365–376.

Morris, M.W., Hiu, C, & Liu, Z. (2015). Polycultural psychology. *Annual Review of Psychology, 66,* 631-659.

Moss-Racusin, C. A., & Rabasco, H. (2018). Reducing gender identity bias through imagined intergroup contact. *Journal of Applied Social Psychology*, 457-474.

Phillips, L. T., & Lowery, B. S. (2018). Herd invisibility: The psychology of racial privilege. *Current Directions is Psychological Science, 26*,156-162.

Rattan, A. & Ambady, N. (2013). Diversity ideologies and intergroup relations: An examination of colorblindness and multiculturalism. *European Journal of Social Psychology, 43*(1), 12-21.

Sidanius, J., & Pratto, F. (2012). Social dominance theory. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology., Vol. 2.* (pp. 418–438). Sage Publications Ltd.

Tankard, M. E., & Paluck, E. L. (2017). The effect of a Supreme Court decision regarding gay marriage on social norms and personal attitudes. *Psychological science, 28*(9), 1334-1344.