Stereotyping, Prejudice and Discrimination
Baker 315
Time: TBA

Through a series of lectures, readings, films, activities and discussions this course is designed to provide you with the theoretical and research tools necessary for the understanding and analysis of stereotypes, prejudice and discrimination.

We will examine four principle topics:
(1) how the brain, people's own group membership, and the environment in which they live influence their attitudes, beliefs, and behavior toward out group members;
(2) identify strategies that may help alleviate inter-group prejudice, stereotypes, and discrimination that arise during social interactions among people of who are different;
(3) focus on the different ways in which stereotypes affect members of groups (e.g., in terms of their mental health, physical health, performance, achievement, self-esteem etc.); and
(4) different ways in which individuals from various groups protect themselves and show psychological resilience.

Class Participation:
In order for all of us to get the most out of each class meeting, it is important that we all do the reading ahead of time, and spend some time thinking critically about the issues raised in the readings. You must come to class prepared; to be prepared you must have studied, not merely have read, the day's readings, sufficiently to be prepared to engage in a thoughtful discussion of the issues it poses. You should also bring copies of the readings and your notes to class each week. Signs of good participation include: Attendance, punctuality, eagerness to participate, showing respect to others' contributions, facilitating discussion, paying careful attention to classmates' presentations, and offering constructive feedback, questions, and comments. Note that I do not want class discussions monopolized by the same 3 or 4 people. That means that people should make an effort to talk enough, but not too much and people who are ordinarily quiet will need to make a concerted effort to speak up and participate. Our discussions will focus on articles we've read, blog posts, movies, and books people are reading.

Reading Articles:
We will be reading 2 articles per week, 1 that everyone reads (listed in course calendar) and 1 of your choosing from the reading list. Choose based on your interest which can range from a variety of theoretical and methodological perspectives, social categories (gender, age, sexual orientation, etc), and settings (research, daily life, therapeutic practice, work place environments). If there is an article or a topic not on the list, please let me know as the list is in no way comprehensive and there are many good articles out there that can be added to it.

Article Analyses:
For the article you choose per week on your own to read, you will need to write a summary.

APA style citation
Research Question(s) / Purpose of the article
Hypothesis
Variables
    Independent Variable(s) (and how operationalized)
    Dependent Variable(s) (and how operationalized)
Methodology (Who participated? What did they do?)
Major Findings
Your summary should be done in the style of formal writing (don't just fill out the above headings like it was a
    form).

500- 750 words-10 points (8 of these)

Movie Analyses:
We will watch 3 movies in this course, during class time. We will have a free flowing discussion following the movie. The next class period, your movie analysis is due. Your job in these assignments is to link relevant course material to the movie. Incorporate information, concepts and explanations from readings and lecture and relate them to the movie; in particular explain the attitudes and actions of 2 characters in the movie. Choose the characters you find most interesting and explain how their thoughts and actions may be understood through the application of social psychological theories. Analyze each person's behavior using as many theories as you can.
1. In the introduction of your paper (first paragraph or two), introduce the characters you will be discussing and why you find them interesting; i.e., why have chosen to analyze their behavior. Provide a "road map" describing how you intend to organize your analysis of these characters' thoughts and actions.
2. Organize the body of your paper into paragraphs based on the characters you will be discussing. In the body, describe specific stereotypes and prejudices involved in each character's thoughts and actions. Then, using specific psychological theories, explain where you think the character's prejudice/stereotype or discriminatory behavior comes from. For example, what is the motivation that made the character behave in the way s/he did? Was it the result of prejudiced feelings (fear, anxiety, disgust), ego threat, a prejudiced personality, something else? Be sure to provide enough details/explanations about the theories you're using to explain the character's behavior; cite the relevant articles and chapters—e.g., (Allport, 1954, Chapter 2).
3. In the conclusion of your paper, summarize your arguments, and describe the benefit of applying psychological theories to understand these characters' actions.
750-1000 words-20 points each (3 of these)

Book Report:
You are required to write a book report for this course. The book report is worth 100 points. The report should be 2000 words long, typed, and in APA style (1 inch margins, double spaced, citations where appropriate, cover page, reference page). You will be submitting your book report to www.turnitin.com where I will verify that your work has not been plagiarized. You will also turn in an identical hard copy to me on the day that it is due. See the book report guidelines in the Course Resources page of the website.

Book Report Discussions: You will present to the class the basic premise of your book and how it relates to stereotyping, prejudice and/or discrimination. Your job is to spur discussion. 10 pts

Blog:
Blog Comment--Every week you will interact with one existing blog post (read, do the activity, etc) and comment on it. Comments should be about 250 words. 5 pts each
Blog Post--In addition, you will post a new entry. This is something you find on the internet that you believe belongs here on our SPD blog. 5 pts each

Make an Impact:
Your project in the course is to do something. Design a program, artistic endeavor, intervention, commercial, or other tangible outcome that addresses a need related to stereotyping, prejudice, or discrimination to impact the people on campus, in Cedar Falls, or Waterloo. You can do the project by yourself, with a partner, or with a small group of 3. You will present this during the Final. You will turn in any tangible products from your project, along with an executive summary of no more than 500 words that links your project to the scientific literature. 100 pts

Grading:
Book report=100 pts
Impact (product + summary + presentation)= 200 pts
Book report discussion=10 pts
Movie Analyses (3 @ 20 pts each) = 60 pts

Article Analyses (8 @ 10 pts each) = 80
Blog comments (15 @ 5 pts each) =75 pts
Blog posts (15 @ 5 pts each) = 75 pts
Total Points = 600

Resources:
On the blog there is a resources category. In that category there is an SPD reading list (to choose your weekly readings from) and other resources that might be helpful.

Also, the following books are on 1 day reserve at the library for your reference use.

Spears, P. J. Oakes, N. Ellemers, & S. A. Haslam (Eds.) *The social psychology of stereotyping and group life*.
    Cambridge, MA: Blackwell Publishers, Ltd.
Swim, J. K. & Stangor, C. (Eds.). *Prejudice: The target's perspective*. San Diego, CA: Academic Press.
Allport, G. (1954, 1979). *The Nature of Prejudice.* Reading, MA : Addison-Wesley Pub. Co
Nelson, T. D. (2005) The psychology of prejudice, Second Edition. Boston: Allyn & Bacon.
Hamilton, D. L. (Ed.), *Cognitive processes in stereotyping and intergroup behavior*. Hillsdale, NJ: Erlbaum.

Cheating & Plagiarism:
DON'T CHEAT! Cheating is any sort of activity that results in you turning in work where you are not the SOLE contributor and developer of the ideas. You are bound to the University's ethics policies. I will be using Turnitin.com to screen book reports.

If you have a disability that could affect your performance in this class:
UNI is committed to equal opportunity in education for all students, including those with documented physical disabilities or documented learning disabilities. It is the responsibility of students to contact the Office of Disability Services (213 Student Services Center-273-2676) to arrange for documentation and accommodation.

If you have University sponsored obligations that require you to miss class:
It is your responsibility to contact me during the first week of class to let me know of your obligations throughout the semester. As soon as you receive your paperwork detailing out the days you will miss class, please provide me with a copy for my files. It is STILL your responsibility, however, to remind me by email at least a day before you are going to miss a class due to your approved obligations, so that we can arrange for any work you might miss. It is your responsibility to ensure that you get makeup assignments from me immediately upon your return. You will need to get class notes from a fellow student.