

PSYCHOLOGY OF PREJUDICE

(PSY 4324)

FALL 2017

WEDNESDAYS 5:30 – 8:15PM

CR1.202

INSTRUCTOR: Salena Brody, Ph.D.

EMAIL: salena.brody@utdallas.edu

OFFICE HOURS: Please email to arrange an appointment.

REQUIRED MATERIALS:

(1) Psychology of Prejudice **CUSTOM READER WITH CUSTOM LAB PACKET BUNDLE.**
Available only at Off-Campus books.



(2) Supplementary Readings (available via elearning.utdallas.edu)

(3) Understanding Prejudice Companion Website <http://www.understandingprejudice.org>

****OPTIONAL** / SUGGESTED READINGS FOR OPTION A STUDENTS:**

(1) Bornstein, D. (2007). *How to change the world: Social entrepreneurs and the power of new ideas. Updated edition.* New York: Oxford University Press.

ISBN: 0195334760

Course description and learning objectives:

Examines prejudice and discrimination, applying social-psychological theory and research to various social and historical topics, including stereotypes and prejudice in the media, old-fashioned and modern prejudice, genocide, sexism, heterosexism, classism, and intergroup contact. Students will apply intergroup relations theory to social policies including public housing, women's rights, gay rights, and Affirmative Action. Students may opt to participate in semester-long service-learning project and learn social entrepreneurial skills as part of the course. Prerequisite: **PSY 2301**.

- 2.5 Use critical thinking to evaluate popular media, scholarly literature, and empirical reports.
- 3.2 Demonstrate how psychological principles can explain and inform clinical issues, social issues, organizational issues, and public policy.
- 4.1 Demonstrate effective writing skills in various formats (e.g., summaries, integrations, critiques, technical reports in APA style) and for various purposes (e.g., informing, teaching, explaining, defending, persuading, arguing)

THIS COURSE INVOLVES A GREAT DEAL OF READING, WRITING, & REFLECTION. YOU WILL WRITE EVERY WEEK, IN CLASS AND OUT OF CLASS.

Evaluation criteria:	
Prejudice Portfolio Project	35%
7 online discussions responses	30%
Lab prep homework	15%
In class labs	15%
Lab Leader	5%

What moves those of genius, what inspires their work is not new ideas, but their obsession with the idea that what has already been said is still not enough.
-Eugene Delacroix

Participation in this class will enrich your educational experience. This class involves collaborative work, participating in interactive exercises, in-class thought papers, making presentations, being an active listener, and contributing to class discussions. **Reading the required text is essential to your success in the course.** At times, the content of in-class writing assignments will be evaluated as well as your ability to discuss any of the assigned readings. Be prepared to be called upon to discuss your own writing and point of view. This is not a course where you can expect to observe rather than participate. If you are uncomfortable being put “on the spot” to critically examine a viewpoint, then this class may not be the best fit for you.

Civility: **During classroom discussion, a positive attitude is expected and disrespect directed at any classmate will not be tolerated.** It is unacceptable to yell, curse, berate, mock, threaten or otherwise belittle another classmate for a difference of opinion. Most especially, you must be willing to calmly and civilly resolve conflict when it arises. No “storming out” when the conversation gets tough. This class works when we stay IN the conversation even, and especially, when things get difficult. As your professor, my job is to moderate difficult conversations and students are expected to yield the floor to the moderator when requested. The objective of this class is to NOT to convince others of your viewpoint or win an argument, but it is to help them understand your perspective.

The Prejudice Portfolio project will showcase your ability to apply concepts in intergroup relations to real life social problems. You will have the option to complete (1) a semester-long collaborative social entrepreneurial project that addresses a specific social problem or (2) an extensive analysis of prejudice in print media, a museum visit paper, and a documentary reflection paper. Assignment details for each option will be posted on eLearning with details about expectations, due dates and grading criteria. **Be sure to note due dates in your calendar after you choose your Portfolio Option—they are color coded in the schedule below. Please note that all the writing elements of the Portfolio Options (A or B) are due on scheduled TUESDAYS at 1pm via eLearning.**

Discussion requirement: As part of your discussion grade, you will choose to respond to **7 out of a total of 8** discussion prompts on eLearning. The prompts will give you an opportunity to make connections between course readings, videos, exercises, and discussions. The online discussions have fixed due dates (**SUNDAY nights @ 11:55pm**). **Discussions MUST appropriately cite course readings and follow length requirements.** Once an online discussion is locked, you can no longer turn it in (due dates on syllabus schedule below). The discussion component of the course will be an average of 7 discussion grades. See eLearning Discussion board for a full description of the 5-point grading scale and listen in class for helpful tips for success.

Lab prep homework: Most weeks will include a lab prep assignment. These assignments may require you to watch a short (or sometimes long) video and prepare for class by reading and reflecting on a few articles. The assignments also include comprehension checks for assigned textbook readings. Lab prep sheets must be completed by answering targeted questions about the videos and/or readings and **turned in online by Tuesdays at 1:00pm.** **See the Assignments tab to submit Lab prep assignments.** Lab prep homework is absolutely essential for being able to complete the in-class lab and participate in class discussions. Lab prep sheets are graded on a three-point scale. Thorough, well-written, complete lab prep sheets earn a full three points. **[DO NOT EMAIL ME YOUR LAB PREP IF YOU MISS THE DEADLINE.](#)**

Labs: Lab assignments are only released during class and may only be turned in during class time. You will complete labs in your custom lab packet (REQUIRED and bundled with the reader this semester at Off-Campus books). You will turn in your packet at the end of each class and it will be returned to you the following week to complete your next lab. If you miss a lab, you are encouraged to complete it on your own, but it will not be accepted for a grade. Labs are designed to help you dig deeper into a particular lecture topic and discuss these issues with your lab group. Labs are evaluated on a completion basis.

Lab Leader: You will be assigned one class during the semester to serve as a lab leader. Labs are completed in small groups and we reconvene as a large group towards the end of each class to discuss an issue or two raised during lab time. Lab leaders are responsible for facilitating this large group discussion. No extra prep work is required for this role, but you must bring your own insights from the lab to move the discussion forward.

Policy on missing class and late papers:

The highest grade possible for late papers/projects turned in at the next class period will be a C (75). This applies only to the Portfolio project. Assignments turned in after this point will be deducted an additional letter grade for each late day. In extenuating circumstances, such as a death in the family or a traumatic life event, extensions will be granted, but **ONLY** if arranged in advance. Please communicate with me so that we can work out a path for you to not fall behind in the course.

“My printer broke at the last minute” or “My internet went out” will never be a valid excuse for why an assignment is late. **PLAN AHEAD** and have your assignment done early enough so you have time to handle technical problems. If you choose to wait until the 11th hour to submit an assignment, you must accept the consequences if you miss the deadline and the submission tool is locked. Please do not wait until the last minute to attempt your submission.

NO LATE SUBMISSIONS FOR LAB PREPS. If you don't turn it in on time, a grade of ZERO will be assigned.

Policy on tardiness: **Coming to class on time is expected and required.** Coming to class late distracts other students from learning and is a sign of disrespect to your professor and your peers. Arriving late sends a signal that YOUR time is more valuable than others' time. **If you cannot consistently make it to class on time because of work or other commitments, please consider taking this class another semester when you can commit to arriving on time.** Assignments are always due at the BEGINNING of class, so showing up late on project due dates will also mean that your assignment is late and points will be deducted.

Policy on cell phones, text messaging & wireless computing: Class time is for learning. Barring an emergency, using cell phones for any reason (talking or text messaging) during class time is inappropriate and disrespectful. Cell phones should be turned off or turned to silent mode during class. If a student uses a cell phone during class, the professor may ask the student to turn over the phone for the remainder of class time or leave. **Please do not use computers during the first half of class time out of respect to your classmates. Topics discussed in this class are often sensitive and attention to devices often communicates to others that they are not worthy of your full attention.** People who are speaking should be given our full attention. **If this policy is not something you can adhere to, this course may not be a good fit for you.**

Policy on audio or video recording: Due to the highly sensitive topics discussed in class, **absolutely NO audio or video recording is permitted during class. This includes photos of course slides taken without permission of the instructor.** I value students' freedom to openly and candidly discuss sensitive topics and this necessitates that students feel comfortable to share, ask questions of others, stumble, re-think, misstep, and learn without fear that they are "on the record." Please see me if you require special accommodations and a notetaker can be arranged.

Policy on academic honesty: No form of academic dishonesty will be tolerated. This includes plagiarizing scholarly works, re-using work you have written in another course and copying text from internet sources without proper documentation of the author. The consequences of academic dishonesty can be severe, ranging from failing an assignment to failing the class to being on academic probation. NO EXCUSES! You will need to follow UTD standards for all written work in this class. If you are unclear about the line between paraphrasing other's work and plagiarism, please see the professor for clarification. Please see official policy and examples of plagiarism at: <http://www.utdallas.edu/student/slife/scholastic.html>

FINAL LETTER GRADE DETERMINATIONS ARE BASED ON THE FOLLOWING:

Letter grade	Minimum	Maximum
A+	97.0	100.0+
A	94.0	96.99
A-	90.0	93.99
B+	87.0	89.99
B	84.0	86.99
B-	80.0	83.99
C+	77.0	79.99
C	74.0	76.99
C-	69.5	73.99
D+	67.0	69.49
D	64.0	66.99
D-	60.0	63.99
F	0	59.99

Please go to the following link for UT Dallas policies:

<http://go.utdallas.edu/syllabus-policies>

PROPOSED SCHEDULE AND READINGS:

DATE	TOPIC	READINGS	ASSIGNMENTS TO COMPLETE BEFORE NEXT CLASS
8/23 WEEK1	Introduction to the Psychology of Prejudice Syllabus Portfolio options Social problems & Social Entrepreneurship		<p>1. READER, Unit I (see Table of Contents at end of syllabus for a breakdown of readings in each Unit)</p> <p>2. Respond to DISCUSSION #1 prompt in eLearning by SUNDAY, 8/27, 11:55pm (ALWAYS be sure to cite readings for full credit and post a full 3-4 paragraphs). See Discussions tab.</p> <p>3. LAB PREP SHEET "Wired for Trouble" due in eLearning by TUESDAY, 8/29, 1:00pm (Lab Sheets are organized by unit in Content Modules and are to be submitted via the Assignments tab)</p> <p>**TIP** Assignments are always looking FORWARD to the next week's unit. Before each unit in class, you would have done the readings for that unit, answered a discussion prompt, and completed a lab prep to prepare for the lecture on that topic. You will then tie it all together in the in-class lab. Look in Content Modules for Lab Preps, Lab Sheets (released during class), & any supplemental materials for the unit.</p> <p>KEY DAYS OF THE WEEK FOR ASSIGNMENTS: SUNDAY (Discussions due) TUESDAY (Lab Prep & Portfolio Written Assignments) WEDNESDAY (In class Labs)</p> <p>**Bring laptops to class for labs!** YOU MUST BRING YOUR REQUIRED LAB PACKET TO CLASS ON 8/30!</p>

8/30 WEEK2	Wired for Trouble Discussion re-cap Basic terminology Portfolio decisions	READER, Unit I	1. READER, Unit II 2. Respond to DISCUSSION #2 prompt by SUNDAY, 9/3, 11:55pm 3. LAB PREP SHEET "Stigma" due in eLearning by TUESDAY, 9/5, 1:00pm
OPTION A ACTION PLAN DUE TUESDAY, 9/5, 1pm, via eLearning			
9/6 WEEK3	Stigmatization Discussion re-cap Lecture Lab	READER, Unit II	1. READER, Unit III 2. Respond to DISCUSSION #3 prompt by SUNDAY, 9/10, 11:55pm 3. LAB PREP SHEET "Racism Then" due in eLearning by TUESDAY, 9/12, 1:00pm
9/13 WEEK4	Racism Then Discussion re-cap Lecture Lab	READER, Unit III	1. READER, Unit IV 2. Respond to DISCUSSION #4 prompt by SUNDAY, 9/17, 1:55pm 2. LAB PREP SHEET "Racism Now" due in eLearning by TUESDAY, 9/19, 1:00pm
9/20 WEEK5	Racism Now Discussion re-cap Lecture Lab	READER, Unit IV	1. READER, Unit V 2. Respond to DISCUSSION #5 prompt by SUNDAY 9/24, 11:55pm 3. LAB PREP SHEET "Sexism: Domestic" due in eLearning by TUESDAY, 9/26, 1:00pm
OPTION B MUSEUM PAPER DUE TUESDAY, 9/26, 1pm, via eLearning			
9/27 WEEK6	Sexism: DOMESTIC Discussion re-cap Lecture Lab	READER, Unit V	1. Read Missing Women (find article in Content Module "Sexism: International") 2. LAB PREP SHEET "Sexism: International" due in eLearning by

			TUESDAY, 10/3, 1:00pm **No Discussion due for next week
10/4 WEEK7	Sexism: INTERNATIONAL Discussion re-cap Lecture Lab	See Content Module for reading	1. READER, Unit VI 2. Respond to DISCUSSION #6 prompt by SUNDAY, 10/8, 11:55pm 3. LAB PREP SHEET "Anti-Semitism" due in eLearning by TUESDAY, 10/10, 1:00pm
10/11 WEEK8	Anti-Semitism Discussion re-cap Lecture Lab	READER, Unit VI	1. READER, Unit VII 2. Respond to DISCUSSION #7 prompt by SUNDAY, 10/15, 11:55pm 3. LAB PREP SHEET "Genocide, Domestic" due in eLearning by TUESDAY, 10/17, 1:00pm
10/18 WEEK9	Genocide, Domestic Discussion re-cap Lecture Lab	READER, Unit VII	1. Read "Bystanders to Genocide" See Content Module "Genocide, International" 2. LAB PREP SHEET "Genocide, International" due in eLearning by TUESDAY, 10/24, 1:00pm No discussion due for next class.
10/25 WEEK10	Genocide, International Film screening	See Content Module for reading	1. READER, Unit VIII 1. Respond to DISCUSSION #8 prompt by SUNDAY, 10/29, 11:55pm (LAST

			DISCUSSION!) 3. LAB PREP SHEET "Heterosexism" due in eLearning by TUESDAY, 10/31, 1:00pm
11/1 WEEK11	Heterosexism Discussion re-cap Lecture Lab	READER, Unit VIII	1. READER, Unit IX 2. LAB PREP SHEET "Making Connections: Intergroup Contact" due in eLearning by TUESDAY, 11/7, 1:00pm
11/8 WEEK12	Making Connections Intergroup Contact	READER, Unit IX	Take a break from reading and discussions! 😊 1. LAB PREP SHEET "Making Connections: Urban Planning" due in eLearning by TUESDAY, 11/14, 1:00pm
OPTION B PREJUDICE IN PRINT DUE via eLearning, TUESDAY, 11/14, 1pm			
11/15 WEEK13	Making Connections In-class activity: Urban Planning		1. READER, Unit X 2. LAB PREP SHEET "Reducing Prejudice" due in eLearning by TUESDAY, 11/28, 1:00pm * LAST LAB PREP*
THANKSGIVING HOLIDAY, 11/22			
OPTION B DOCUMENTARY REFLECTION DUE TUESDAY, 11/28, 1pm, via eLearning			
11/29 WEEK14	Reducing Prejudice Watch The Color of Fear	READER, Unit X	Take a break from reading and discussions and get those projects done! 😊
OPTION A INDIVIDUAL PAPER DUE via eLearning, TUESDAY, 12/5, 1pm			
OPTION A PRESENTATIONS & GROUP MEMBER EVALS (hard copy) DUE 12/6 in CLASS			

12/6 WEEK15	Social Change / Project Showcase		ALL STUDENTS: Work on Final Course Reflection, due by 12/13, 5:30pm. It will be released after our last class meeting.
12/13 WEEK16	Final Course Reflection due on eLearning, 5:30pm		**FIND ASSIGNMENT IN COURSE CONTENT & TURN IN LIKE A LAB PREP by WEDNESDAY , 12/13, 5:30pm**

Psych of Prejudice FALL 2017

READER Table of Contents (in order of appearance)

UNIT I. *Homo Stereotypus*: Wired for Trouble

- The Psychology of Prejudice, Stereotyping, and Discrimination: An Overview
-*Scott Plous*
- Who Is Black? One Nation's Definition
-*F. James Davis*

UNIT II. Stigmatization

- No Pity: People with Disabilities Forging a New Civil Rights Movement
-*Joseph P. Shapiro*
- In Europe, Outcry Is Loud Over a Sport Called Dwarf-Tossing
-*Paul Hemp*
- Avoidance of the Handicapped: An Attributional Ambiguity Analysis
-*Melvin L. Snyder, Robert E. Kleck, Angelo Strenta, and Steven J. Mentzer*
- Citing Intolerance, Obese People Take Steps to Press Cause
-*Carey Goldberg*
- Race and the Schooling of Black Americans
-*Claude Steele*
- The Stereotype Trap
-*Sharon Begley*

UNIT III. Racism Then

- The Hottentot Venus
-*Stephen Jay Gould*
- The Use of Blacks for Medical Experimentation and Demonstration in the Old South
-*Todd L. Savitt*
- Coming of Age in Mississippi
-*Anne Moody*
- The American Concentration Camps: A Cover-Up Through Euphemistic Terminology
-*Raymond Y. Okamura*

UNIT IV. Racism Now

- Five Myths About Immigration: The New Know-Nothingism
-*David Cole*
- Once Appalled by Race Profiling, Many Find Themselves Doing It
-*Sam Howe Verhovek*
- Race to Incarcerate
-*Marc Mauer*
- A Computer Diagnosis of Prejudice
-*Erica Goode*
- Service with a Sneer
-*Howard Kohn*
- White Privilege: Unpacking the Invisible Knapsack
-*Peggy McIntosh*
- Reflections of Affirmative Action Goals in Psychology Admissions
-*James Amirkhan, Hector Betancourt, Sandra Graham, Steven Regeser López, and Bernard Weiner*
- Ten Myths About Affirmative Action
-*Scott Plous*

UNIT V. Sexism

- Listening
-*Sey Chassler*
- An Ambivalent Alliance: Hostile and Benevolent Sexism as Complementary Justifications for Gender Equality
-*Peter Glick and Susan T. Fiske*
- The Deadly Serious Game of the Beauty Pageant
-*Sandra McElwaine*
- Influence of Popular Erotica and Judgments of Strangers and Mates
-*Douglas T. Kenrick, Sara E. Gutierrez, and Laurie L. Goldberg*

- Male Epithets for Ethnic Women in Historical American Slang
-*Irving Lewis Allen*
- Detecting and Labeling Prejudice: Do Female Perpetrators Go Undetected?
-*Robert S. Baron, Mary L. Burgess, and Chuan Feng Kao*

VI. Anti-Semitism

- The Destruction of the European Jews: Dehumanization and Concealment
-*Raul Hilberg*
- Antisemitism in America
-*Leonard Dinnerstein*
- While Six Million Died: A Chronicle of American Apathy
-*Arthur D. Morse*
- ADL 2000 Audit of Anti-Semitic Incidents
-*Anti-Defamation League*

VII. Genocide in America

- Naming Our Destiny: Toward a Language of American Indian Liberation
-*Ward Churchill*
- Let's Spread the "Fun" Around: The Issue of Sports Team Names and Mascots
-*Ward Churchill*
- Battle Rages Over a 5-Letter Four-Letter Word
-*Eric Schmitt*
- New Prosperity Brings New Conflict to Indian Country
-*Timothy Egan*

UNIT VIII. Heterosexism

- Biblical Verse: Is It a Reason or an Excuse?
-*Deb Price*
- Violence Toward Homosexuals
-*Karen Franklin and Gregory M. Herek*
- Is Homophobia Associated with Homosexual Arousal?
-*Henry E. Adams, Lester W. Wright, Jr., and Bethany A. Lohr*
- Transgender Identities: Like Stars in the Sky
-*Vanessa Baird*
- Suit Over Estate Claims a Widow Is Not a Woman
-*Jodi Wilgoren*

UNIT IX. Making Connections

- Prejudice as a Generalized Attitude
-*Gordon W. Allport*
- Environmental Justice for All
-*Robert D. Bullard and Beverly H. Wright*

UNIT X. Reducing Prejudice

- Reducing the Expression of Racial Prejudice
-*Fletcher A. Blanchard, Teri Lilly, and Leigh Ann Vaughn*
- Long-Range Experimental Modification of Values, Attitudes, and Behavior
-*Milton Rokeach*
- The Role of Empathy in Improving Intergroup Relations
-*Walter G. Stephan and Krystina Finlay*
- The Challenge of Aversive Racism: Combating Pro-White Bias
-*Samuel L. Gaertner, John F. Dovidio, Brenda S. Banker, Mary C. Rust, Jason A. Nier, Gary R. Mottola, and Christine M. Ward*
- Martin Luther King Explains Nonviolent Resistance
-*Martin Luther King, Jr*