

PSYC 490: PSYCHOLOGY OF PREJUDICE
Spring Semester 2018

PROFESSOR

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COURSE

Section: 4
Meetings: TR 3:30-4:45pm
Location: SCI D214 and SCI B238W
Prerequisites: 110, 200, 300, 320, & 22 crs.
GEP: CM & Capstone
Credits: 3

TEXTBOOKS AND WEBSITE

Jones, J. M., Dovidio, J. F., & Vietze, D. L. (2014). *The psychology of diversity: Beyond prejudice and racism*. New York: Wiley Blackwell.

New York Times, Correspondents. (2001). *How race is lived in America: Pulling together, pulling apart*. New York: Henry Holt.

The Desire2Learn (D2L) website (<http://www.uwsp.edu/d2l/Pages/default.aspx>) will be used to distribute documents, post grades, and so on. You need your UWSP login and password to access the system. For assistance, contact the IT Service Desk (see <http://www.uwsp.edu/infotech/Pages/helpdesk/default.aspx> for more information).

DESCRIPTION

This course provides an overview of theory and research on intergroup relations in psychology. The term “intergroup relations” generally refers to what happens between groups, particularly how people in one social group think, feel, and behave toward members of a different social group. It includes topics such as prejudice, stereotypes, discrimination, stigma, and diversity. However, the study of intergroup relations is not limited to what happens between groups. It also examines happens within groups (such as when we punish other members for violating norms) and within ourselves (such as when we suffer from discriminatory treatment). The key focus is on how people’s thoughts, feelings, and behaviors are shaped by, as well as shape, relations between social groups. This knowledge enables us to develop evidence-based solutions for intergroup reconciliation—more just and peaceful group relationships in the larger world.

An important emphasis in this senior-level course is for you to practice stepping into the role of a researcher in intergroup relations. Thus, course activities and assignments will be structured to closely mirror what researchers actually do in their profession (rather than what students do in large, introductory courses). This means that classes will involve discussion (since researchers spend a lot of time discussing ideas with each other), essay-based exams (since researchers spend considerable time working through ideas in writing), and a research proposal (since the point of talking and writing about ideas is to construct studies that answer important questions). These experiences will challenge you to move beyond the passive role of a student consuming knowledge (with its focus on answers), and towards the active role of a researcher constructing knowledge (with its focus on questions). The skills that you develop and practice in this course will serve you well, whatever your career aspirations.

OBJECTIVES

After taking this course, students will be able to...

1. Explain how group identities shape intergroup relations in harmful or helpful directions.
2. Analyze intergroup relations using conceptual and empirical tools from multiple academic perspectives, both inside and outside of psychology.
3. Prepare for, engage in, and facilitate conceptual/empirical discussions on intergroup relations.
4. Find, read, and describe scholarly research on intergroup relations to identify the relevant information, as well as assess the quality of evidence for a particular issue.
5. Construct and develop an original, APA-style research proposal on intergroup relations based on scholarly engagement, feedback, and revision.

CALENDAR

Section	Topic	Sessions	Readings
Introduction	History	T 1/30, R 2/1	Jones 3, Janik D2L
	Research	T 2/6, R 2/8	Jones 1-2, NYT 8
Dominant Groups: Personal Processes	Cognition	T 2/13, R 2/15	Jones 5, NYT 1
	Motivation	T 2/20, R 2/22	Jones 4, NYT 5
	Biology	T 3/6, R 3/8	Jones 7, NYT 15
Dominant Groups: Collective Processes	Identity	T 3/13, R 3/15	Jones 6, NYT 3
	Power	T 3/20, R 3/22	Jones 11, NYT 6
	Legitimacy	T 4/3, R 4/5	Jones 10, NYT 7
Subordinate Groups: Consequences	Institutions	T 4/17, R 4/19	Jones 12, NYT 13
	Interactions	T 4/24, R 4/26	Jones 9, NYT 2
	Devaluation	T 5/1, R 5/3	Jones 8, NYT 11
Conclusion	Directions	T 5/8, R 5/10	Jones 13, NYT 12

Discussion Questions: Each weekly set due Sunday at 9pm before a topic begins (e.g., research set is due on S 1/29 at 9pm)	Proposal Hypothesis: F 2/23 Proposal Complete Draft: F 3/23 Proposal Final Draft: F 5/11
Discussion Facilitation Plan: R __/ __ Discussion Facilitation Date: R __/ __	Bonus Day 1, Class Cancelled: R 3/1 Bonus Day 2, Determined Later: R 4/12
Exam 1, T 2/27 (History to Motivation) Exam 2, T 4/10 (Biology to Legitimacy) Exam 3, T 5/15 (Institutions to Directions)	All of the exams take place in SCI B238-West (smaller computer lab on your left); first two start at 3:30pm and the third at 5:00pm

This calendar is subject to revision. Changes will be announced in class, by email, or on D2L.

ASSESSMENT

Discussion. This course includes three discussion-based tasks. First, you will develop and post two weekly discussion questions on D2L's discussion board—one for each of that week's readings. These questions can be about anything in the readings, but should focus on big issues, interesting or confusing points, connecting issues or readings in the class, or whatever else you think would promote discussion. This means that your questions should be open-ended (versus calling for yes-no or right-wrong answers). The purpose of these questions is for you to start asking your own questions and evaluating their relevance and importance (rather than reproducing others' answers), as well as to contribute possible questions for discussion. Only your best 10-of-12 question sets will count toward your final course grade.

Second, you will participate in class discussion throughout the semester. This participation will be evaluated 12 times across the semester, roughly once per week, by different students. The evaluations will be based on class developed criteria and will be periodically posted on D2L to provide feedback on your discussion participation. Unreasonable participation evaluations are subject to professor veto. The purpose of class discussion is to gain practice thinking through and applying the material, to evaluate the logic and evidence for the readings or opinions that arise in class, and to practice participating in an active academic conversation. Only your best 10-of-12 participation evaluations will count toward your final grade.

Third, you will help facilitate a 30-minute discussion on one chapter in *How Race is Lived in America* and its relationship to other course readings and discussions. This will be done in a group of up to three students and will involve the following: developing of a discussion plan, submitting your plan for feedback, and then actually facilitating a discussion in class. Here are some tips for successful facilitation: ask focused questions and allow participants time to think (as much as 30 seconds), facilitate discussion between participants (rather than dominating it yourself), and bring the discussion back into focus when it goes off track (such as by using a thread in the discussion to return to point). The purpose of discussion facilitation is to give you practice with guiding and shaping an active academic conversation (rather than just reading about an inactive one). For discussion details, see the calendar and handout.

Proposal. This course will include a research proposal assignment. You will write a 8-12 page proposal on a issue related to the topics in this course. A research proposal is a detailed plan that develops a novel question and proposes an empirical study for answering that question. A plan is helpful for researchers to organize their thinking, but also to show readers that your planned study is important, feasible, and sound. The purpose of the proposal assignment is for you to bring all your knowledge and skills together to develop a research study from start to finish. In the end, your proposal must be coherent, integrated, and succinct—your best work to date. The assignment has three deadlines: one for a 1-2 page summary of your hypothesis and key references, one for a complete rough draft, and one for the final draft. All documents must be submitted to D2L's dropbox by 9pm on the relevant deadline. Late submissions are subject to a daily 5% grade reduction. For proposal details, see the calendar and handout.

Exams. This course will include three essay exams. For each exam, you will select four-of-the-six essay questions and type your responses to them on a computer. The questions typically consist of two parts and focus on analysis and/or application of course materials to everyday examples. For exam details, see the calendar.

Components	Points	Percent
Total for Discussion	400	40
– Questions	100	10
– Participation	200	20
– Facilitation	100	10
Total for Proposal	300	30
– Draft Proposal	100	20
– Final Proposal	200	10
Total for Exams	300	30
– Exam 1	100	10
– Exam 2	100	10
– Exam 3	100	10

Grade	Points	Percent
A	930-1000	93-100
A-	900-929	90-92
B+	870-899	87-89
B	830-869	83-86
B-	800-829	80-82
C+	770-799	77-79
C	730-769	73-76
C-	700-729	70-72
D+	670-699	67-69
D	600-669	60-66
F	599-000	59-00

POLICIES

Assessment. To maintain the integrity of classroom exams, the use of mobile devices will not be permitted during exams without prior documented approval from Disability Services or other pertinent offices on campus. This includes requests to use mobile devices for foreign language translation assistance. Students who are found using devices will be dismissed and receive zeroes on their exams. Other penalties will be considered under the misconduct policy.

Attendance. The professor will not take formal attendance. Nonetheless, consistent attendance is important for performing well in the course. Course discussions will help to clarify the material and your participation will be periodically graded by other students. If you cannot attend class, it would be a good idea to let the professor know as soon as possible.

Communication. Please contact the professor with your questions or concerns related to this course, as well as other academic and career-related issues. Office hours are the most reliable means of contact. The professor holds three office hours per week. If you cannot attend office hours, please schedule an appointment. Email is the next most reliable means of contact. The professor generally respond to emails in two business days (this means that he will not respond on evenings or weekends). To avoid being snagged by filters, type PSYC 490 in the subject line. Emails requiring a lot of discussion will be referred to office hours. Other means of contacting the professor (such as landline calling or stopping by outside of office hours) are unreliable.

Disabilities. UWSP is committed to reasonable and appropriate accommodations for students with disabilities and temporary impairments. If you have a disability or acquire a condition during the semester where you need assistance, contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (the library) as soon as possible. DATC can be reached at 715-346-3365 or DATC@uwsp.edu.

Emergencies. In the event of a *medical emergency*, call 911 or use the Red Emergency Phone outside of SCI D230. Offer assistance if trained and willing to do so. Guide emergency responders to those in need. In the event of a *tornado warning*, proceed to the lowest level interior room without windows. See <http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx> for floor plans showing the severe weather shelters (such as SCI D279). Avoid wide-span structures (such as gyms, pools, or large classrooms). In the event of a *fire alarm*, evacuate the building in a calm manner and meet on the north side of SCI (outside the HEC). Notify instructor or emergency command personnel of any missing individuals. In the event of an *Active Shooter/Code React*, run/escape, hide, fight. If trapped, hide, lock doors, turn off lights, spread out, and remain quiet. Call 911 when it is safe to do so. Follow instructions of emergency responders. See UWSP's Emergency Management site at <http://www.uwsp.edu/rmgt> for details on emergency response procedures.

Illegalities. Under several federal and state laws, as well as university guidelines, the professor is required to report acts of a criminal or offensive nature that occur in and outside of class. This includes acts of sexual harassment and assault, bias and hate crimes, illicit drug use, and acts of violence. Any disclosure or description of these incidents, current or in the past, may be reported to the Dean of Students (<http://www.uwsp.edu/dos/>) or local authorities.

Incompletes. Incompletes will only be considered for students in exceptional situations, such as serious medical or emergency situations. They are not for students who feel overwhelmed by routine academic or extracurricular activities. Requests for incompletes must be accompanied by documentation. In most cases, all coursework must be finished within one semester to avoid receiving an F in the course.

Makeups. Makeups assessments will only be considered for students who cannot complete them on time due to academic, athletic, or religious obligations, major illnesses, or comparable reasons. Requests for makeups must be accompanied by documentation, such as letters from coaches, doctors, or spiritual leaders. In most cases, makeups must be completed within a week of the original deadline to avoid receiving a zero for the assessment.

Misconduct. The professor takes instances of misconduct (such as cheating and plagiarism) seriously. The minimum penalty for an instance of misconduct will be a zero on the assessment. Other penalties will be considered under university policy. Please do not put yourself and others through disciplinary proceedings. To read UWSP's policies, go to: <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>.

Professionalism. UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations (called the Rights and Responsibilities document) has been developed for students and professors. For more information, go to: <https://www.uwsp.edu/dos/Documents/CommunityRights.pdf>.