

PSYCHOLOGY 496H
The Science of Prejudice Reduction
Fall, 2015; T-TR 3:30-4:45pm, Modern Languages 301

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Course Overview

The purpose of this course is to examine one of the most important questions facing the world today: *What can be done to reduce prejudice?* Over 50 years of research in social psychology indicates that our daily interactions with others are influenced by negative attitudes and beliefs that we learn from our family, friends, the media, and the broader culture. However, while documenting the antecedents of prejudice, researchers have also identified over 25 strategies that effectively alter prejudiced attitudes, negative stereotypes and discrimination. So why is there still so much prejudice and discrimination in the world today? Addressing this question requires understanding not only the psychological roots of prejudice, but also what social psychologists have learned about changing attitudes, beliefs and behavior. The broad aim of this course is to examine the prejudice and prejudice reduction literature so that students can formulate novel ideas about how to reduce the prevalence of intergroup bias.

I designed this course with four specific goals in mind: First, I want to improve your understanding of how prejudice influences your day-to-day life and what might be done to prevent or reduce it. Second, I want you to experience first hand how social psychologists generate and test hypotheses about intergroup bias. Third, I want to introduce you to some possible career directions that will utilize your knowledge of social psychology and/or research methodology. The fourth goal of this course is to have a lot of fun and stimulating discourse along the way to the first three objectives.

The course material will focus on how the social context determines the way that prejudice operates in everyday life. We will consider the following questions: What is a prejudiced attitude and how does it differ from a negative stereotype? When and how do prejudice attitudes and beliefs influence our behavior? How do we form intergroup biases and are they conscious or unconscious? Are we always thoughtful and rational when we interact with an outgroup member? When are we most likely to act on egalitarian attitudes and values? Can prejudiced attitudes and beliefs be changed? Do these changes occur best at the structural or interpersonal level? What can the targets of prejudice do to reduce the biases directed at them during interaction with a prejudiced individual? We will seek answers to these and other questions in the readings, lectures, assignments and the discussions we will have in class.

The course is divided into three sections. In the first section, we will examine classic and contemporary theories of prejudice, stereotyping and discrimination. The second section will focus on strategies for reducing these biases. As a result, the reading in the first two sections is somewhat heavy (approximately 30 pages per week). The third section of the course will focus primarily on conducting a group research project and writing it up (see below).

Course Format

This course is designed to be a seminar for Psychology Majors in the Honors Program who have had a lower division Research Methods and Statistics course. It will differ from the lower division courses in two important ways. First, because it is an advanced course, I will NOT lecture each class meeting; we will spend much of each class discussing and performing exercises to reinforce the material. To facilitate your participation, you need to come to each class with questions, comments, or criticisms of the readings. We are going to cover a fair amount of material in a short amount of time. It may be difficult to do well in this course if you do not keep up with the readings and classroom activities.

Another difference between this course and the lower division courses is that you will be asked to do more than simply memorize the material. I believe Honors students in Psychology at the 400 level should be able to create and execute original research. Thus, in addition to demonstrating your knowledge of the reading

material, you will also be required to develop a project that uses the course material in a new and creative manner.

Course pre-requisites: You must be enrolled in the Honors College to take this course. Also, because of the advanced and heavy emphasis on research in social psychology, you should have completed the following courses: INDV 101 or Introduction to Psychology (Psych 150), Research Methods (Psych 290A), Statistics and Measurement (Psych 230). It could be difficult to earn a letter grade of A in this course without having passed these courses. See me if you are taking any of these courses concurrently.

Course Requirements

Your grade in this course will be a function of your performance on two midterm exams, paper assignments, participation in group presentations, involvement in class assignments and discussions, and a final project paper. The exams are designed to measure how well you have learned the principles and concepts covered in the readings. The format for each exam will consist of short essay questions. As will be detailed below, your presentations and papers will be based on a group project.

Grade Summary: Your final course grade will be a function of performance on the following:

Paper Assignments (80 pts total)

Homework Assignment (10 pts)

First Project Proposal Draft (10 pts)

Second Project Proposal Draft (20 pts)

The Project Final Paper (40pts)

Exams (40 pts total)

2 Midterm Exams (20pts each)

Group Project Assignments (40 pts total)

2 Group Presentations (10pts each, 20 pts total)

2 Group Effort Evaluations (5 pts each, 10 pts total)

2 Group meetings (5 pts each, 10pts total)

Class Assignments (40 pts total)

10 active learning assignments (2 pts ea, 20 pts total)

10 discussion questions (2pts each, 20 pts)

The total points possible are 200. I will distribute grades based on the percentage of total points earned (i.e., everyone can get an A!):

A => 180 or 90% of the total pts C => 140 or 70% of the total pts E =< 100 or 59% of the total pts
B => 160 or 80% of the total pts D => 120 or 60% of the total pts

Absences and makeups: ** Please note that there will be no extra credit, make-up exams or paper extensions offered in this course. Be sure you can make the date for each exam, group presentation, and paper assignment before you decide to take this course.

Course D2L Website: The course has a D2L website that you will be able to access if you are registered in the class. I will post readings and grades on D2L. Students will submit papers and other materials using the drop box. **Those unfamiliar with D2L can find help at this web address: <https://d2l.arizona.edu/>**

Weekly Readings

The primary readings for each week will come from book chapters and journal articles. We will read several chapters from the *SAGE Handbook of Prejudice, Stereotyping and Discrimination* (2010, Editors: Dovidio, Hewstone, Glick & Esses), and the *Handbook of Prejudice, Stereotyping and Discrimination* (2009, T.

D. Nelson, Editor). Both books are available for free on the UofA Library website. I was able to download chapters from the Dovidio book and placed them on D2L. The Nelson book is available through links to the book on the course D2L site. Should these links change, follow these steps to access the book chapters through the main library:

1. On the course D2L home page, click on the “Library Tools” tab.
2. In the top right box under “Search Library Catalog”, type in “handbook of prejudice”.
3. Each handbook should appear at the top of the list. Click the link.
4. For the Nelson book, on the next page, click on “Connect to MyiLibrary resource”.
5. This should open the MyiLibrary site for the book. Click on “Open now” and you should get access to the chapters.

Course Requirements

Here are the details of what you can expect in terms of the weekly workload:

Class meetings will include some lecture, much discussion, and on several occasions, an active learning assignment to be completed by the end of class.

Class Participation. There are two components to your class participation grade. First, each student is expected to participate actively in the discussion of the readings. To facilitate participation during each class, I will call on students to describe or comment on some aspect of a reading. To prepare for participating, you should read each paper/chapter and be able to describe (1) the broader impacts and hypotheses that the authors present, (2) methodological details, (3) the statistical analyses and results, (4) the author's conclusions, and (5) your view on the limitations and contributions of the research. You may find it helpful to make an outline, or take notes as you read each paper, so you can better understand and recall the material in class and on the exams.

In addition, to help me target the discussions to your interests, you will submit ONE discussion question about the target articles/chapters before each class meeting. You will submit your discussion question on the D2L discussion site by 12pm on the day of the relevant class meeting. **The discussion question is NOT a summary of what you read**; it should reflect a critical analysis of a reading. It might draw connections to other readings, follow-up on an idea expressed in the article, challenge conclusions about data, or present a new idea about a phenomenon. We will use the D2L discussion system so that everyone can see what everyone else is thinking about each class material.

Each discussion question is worth 2 points and I will deduct points if I think your question does not reflect a careful reading of the materials for that class meeting. I will count a total of 10 (or 20 points) toward your final grade. However, to keep the conversation flowing, I would like you to submit 5 questions before each midterm. The syllabus indicates which days I will accept discussion questions. Finally, because the question is designed to facilitate discussion on the day of the material, there will be no opportunity for make-up if you miss one.

In addition, you can earn another 2 points toward your grade for completing a classroom activity (10 total for 20 points). Class activities are not announced in advance. If you miss class, you miss the opportunity to earn the points, and no make ups will be possible.

Summary for each week: Read the assigned readings, post a discussion question by 12pm on the day of class, and come to class prepared to discuss and actively work with the materials.

A few additional issues:

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Also, all absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.

Policies regarding expected classroom behavior: Please turn off your cell phone when in class. Laptops are encouraged for note taking but must be silenced during class.

Classroom policies against plagiarism will be covered in a separate handout. However, students are encouraged to review the University Student Code of Academic Integrity policies against plagiarism found at <http://deanofstudents.arizona.edu/tipsforavoidingacademicdishonesty>

Students are also encouraged to review the policies against threatening behavior by students: <http://deanofstudents.arizona.edu/policiesandcodes/studentcodeofconduct>

You are hereby notified that some students may deem some course content offensive. I will always try to warn you when I think this is possible, but I may not always know when a topic or other material is offensive to you. Please let me know if that was the case.

If you anticipate barriers related to the format or requirements of this course, please meet with me so that we can discuss ways to ensure your full participation in the course. If you determine that disability-related accommodations are necessary, please register with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

All information contained in this course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by me.

Group Research Project

The class will be divided randomly into small groups to accomplish a collaborative research project. The purpose of the project is to design an experiment to test the effectiveness of a prejudice reduction strategy. The study must be based on the psychological principles of prejudice and prejudice reduction covered in the course. Each group will present their study to the class, collect data to test their hypothesis, and write papers about their project. Aspects of the project will be graded collectively (e.g., the group presentations) and individually (e.g., contribution to the project, the paper assignments).

The research groups are intended to function like a research lab. They will be formed sometime during the first month of class and should meet outside of class in addition to the scheduled in-class meeting times. You should take time to become acquainted, choose a name for your group, and begin discussing ideas for your project.

The project should be ambitious but feasible within the scope of this class. Whereas you will not have access to the Psychology Department Subject Pool, there are a number of ways to collect data on and off campus. I encourage the groups to pick a topic that all members find interesting. This may take a few meetings to negotiate--welcome to life in a research lab group!

Once each group has a topic and a hypothesis, the next task will be to give the first presentation to the rest of the class. The presentations will provide an opportunity for everyone to hear and discuss the various projects. Each group member is expected to present some aspect of the project. The presentations will demonstrate how well your group, as a whole, understands the course material and is able to apply it to your topic. Most groups will modify their project after they receive "helpful" comments from the class and I. As is often the case in the real world, each group member will receive a grade based on the overall group's presentation. The groups tend to be as strong as their weakest link, so I strongly recommend you prepare and practice as a group before the presentation.

For the proposal draft writing assignments, each group member will write a **2-page single-spaced summary** of his or her group's project. The paper will be written as a research proposal in two parts: An introduction and methods section. To work on your writing, we will spend class time developing each section, and you will submit a draft of each section for grading and feedback. The proposal drafts will be due after the first group presentations and they will be evaluated individually.

The group will also conduct the proposed experiment to test your hypotheses. You will collect data and then analyze and interpret the results of the study. Each group will present their final project and results of their research to the class during the final weeks of the semester. As before, each group member will receive points based on the entire group's presentation.

Finally, each group member will write his or her own final paper describing the theoretical background, hypothesis, methods, results, and a discussion of what the results mean. This paper will be written in a modified APA style and should include tables and/or figures to illustrate the results of the study. The length of this paper must be **10 pages minimum to 13 pages maximum** (including everything!) and will be due during finals week. It will be evaluated individually.

Social Loafing: To discourage social loafing you will have the opportunity to tell me how much effort each person in your group has put forth toward the group project. You will get to rate the effort of each group member after each group presentation. This provides some individual accountability in that if one or more members are not helping the group carry out the project, the effort will impact the social loafer's course grade.

After the groups are formed I will distribute handouts that detail what to focus on in your papers and presentations and some guidelines to follow in your research (e.g., ethics).

Proposed Course Calendar

H: Handbook by Nelson; D2L: an original article or Chpt *Discussion Question

Date	Topic	Readings & Assignments
Aug 25	Course Overview And Introduction.	None
Aug 27	What Is Prejudice?*	D2L: Dovidio Intro Chpt, pgs 3-30 only
Sept 1	Measuring Prejudice*	D2L: Correll Chpt On Measurement Sinclair Paper on Children
Sept 3	Sources Of Prejudice*	H: Stephan, Chpt 3 D2L: TMT Paper
Sept 8	Sexism*	D2L: Glick & Rudman Chpt on Sexism
Sept 10	Research Methodology*	D2L: Levy & Ellis (2008) Paper D2L: Wu & Zumbo (2008) Paper
Sept 15	Research Methodology Exercise	Methodology Homework Due on D2L by 3:30p Bring a copy to class
Sept 17	Stereotyping I*	H: Chpt 4 By Devine, pgs 61-68 only D2L: Fiske Content Paper
Sept 22	Stereotyping II*	D2L: Correll Implicit Bias in Policing Paper D2L: Lick & Johnson Anti-Gay Bias Paper
Sept 24	Midterm 1	Prepare
Sept 29	Discrimination*	Dovidio Implicit Paper Hebl Discrimination Paper
Oct 1	Bias Control Processes*	H: Chpt 5 by Bodenhausen
Oct 6	Confrontation*	Czopp & Monteith Paper Focella TEM Compass Paper
Oct 8	Contact*	D2L: Taush & Hewstone Contact Chpt
Oct 13	Common-ID* Perspective Taking	Neir Common-ID Paper Vescio Perspective Taking Paper
Oct 15	Counter Stereotyping*	Lai & Nosek Paper
Oct 20	Midterm 2	Prepare

Oct 22	Mandatory Group Meetings	Report on Project To Me
Oct 27-29	First Group Presentations	Prepare
Nov 3	Writing A Research Paper	TBA
Nov 5	Writing A Research Paper	1st Proposal Draft Due On D2L
Nov 10	Writing A Research Paper	TBA
Nov 12	Writing A Research Paper	2nd Proposal Draft Due On D2L
Nov 17	Project Day (No Class Meeting)	Work On Your Project (E.G., The Data Collection, Interpretation Of The Data, The Paper, Etc)
Nov 19	Mandatory Group Meetings	Finish Collecting Data For Project Brief Report On Your Results To Me
Nov 24-26	Thanksgiving Week -- No Class!	
Dec 1-3	Final Project Presentations	Prepare
Dec 8	Final Class	
Dec 15	Final Paper Due By 5pm	