STEREOTYPES, PREJUDICE, AND DISCRIMINATION – PSY 3325
Spring 2018
M 4:00-6:50
Room A004

Instructor: Dr. Tay Hack
Office and Office Hours: A104B
  Office Hours: Wed. 8:00-1:00
  (and by appointment)
  E-mail: tay@angelo.edu
  Phone: 486-6121

Course website: http://blackboard.angelo.edu (Log on to BlackBoard)

PREREQUISITE: PSY 2301.


COURSE DESCRIPTION:
The purpose of this course is to introduce you to theories and empirical research regarding stereotypes, prejudice, and discrimination. There are three major sub-goals. The first goal is to provide you an opportunity to critically evaluate your own opinions, behaviors, and experiences relevant to stereotypes and prejudice. The second goal is to introduce you to the body of knowledge and underlying principles that currently exist in the literature, and to encourage your critical thinking skills by elaborating on concepts introduced in class. The third goal is to encourage thought about the implications of research for the situations we encounter in everyday life, and to help you gain a wider perspective regarding the diversity of current society.

COURSE OBJECTIVES:
• Learning fundamental principles, generalizations, or theories.
• Gaining factual knowledge (terminology, classifications, methods, trends).
• Learning to apply course material (to improve thinking, problem solving, and decisions).

Syllabus is subject to change at the discretion of the instructor.
STUDENT LEARNING OUTCOMES:
Upon completion of this course, students will be able to:

- Identify and describe empirical findings regarding the psychology of diversity.
- Demonstrate a critical analysis of generalizations made from research.
- Analyze, identify, and relate psychological theories and concepts to popular media.
- Apply course material to real world situations and utilize information to examine one’s own behavior and the behavior of others.
- Synthesize information and extend knowledge learned to personal experiences.

METHOD OF ASSESSING LEARNING OUTCOMES:
Learning outcomes will be assessed via exams, film analyses, daily journals, and a reflection paper.

CLASS FORMAT: This class meets once a week for 2 hours and 50 minutes. Lectures will cover the topics listed on the syllabus. The required text covers these same topics; however, some material presented in lectures will not be in the text, and some information in the text may not be covered in lecture. Consequently, you will need to attend lectures and read the text to learn all of the examinable material. The format for the class is primarily lectures, although there will also be class discussions.

CLASS ATTENDANCE AND NOTES: You are expected to attend every class and you are responsible for all announcements, notes, and other material presented in class. If you miss a class, do not email me and ask if you missed anything important! I will not respond to such a question.

It is your responsibility to obtain the information from another student who was in class. Please note: I do NOT give out my PowerPoint slides, which means that I do NOT email my PowerPoint slides, and I do NOT post my PowerPoint slides online. I am, however, happy to meet with you to discuss and help clarify any material.

- All lecture notes (with blanks) will be posted online before each lecture. However, because the posted notes are not complete, it is absolutely necessary that you attend the lectures, and take good notes of all of the information presented in class.

COURSE POLICIES: You are encouraged to participate in class, and to also be respectful of others’ views and comments.

Technology and the Problem of Divided Attention
A past article in the New York Times summarized recent studies related to the problem of divided attention. The article highlighted research that found when people were engaged in a task and then mentally interrupted by responding to emails or text messages it took more than 15 minutes to re-focus on the mental tasks they had been performing before the interruption. Other research shows that when people attempt to perform two mental tasks at the same time (e.g., following a classroom lecture while reading text messages), the brain literally

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cannot do it. We as humans are not hardwired that way. Our brain must relinquish one of the tasks in order to successfully accomplish the other. In other words, effective mental multi-tasking is nothing more than a myth.

Research also indicates that the use of personal technology such as laptops during lectures can lower student grades (Sana, Weston, & Cepeda, 2013). Students seated around classmates using personal technology devices such as laptops or cell phones during lecture have grades almost 20% lower than students not seated around classmates using laptops, even when the students seated around the “multi-taskers” believed their classmate’s devices did not cause a distraction. In other words, even if you’re not the one using the laptop or cell phone in class, if you have a clear view of a student who is your performance in the class is still likely to be impaired. When you think about it, this makes sense because whenever we detect motion in our peripheral vision it can be very distracting. In fact, many webpage ads utilize this tactic, which is not only very distracting but extremely annoying as well.

Due to the negative consequences of cell phone and personal computer use during class and the detrimental effects these can have on the learning environment…

- Use of laptops, iPads, tablets, or cell phones is not allowed in this class.
- You are required to have your cell phones turned off and put away prior to lecture. If I see you checking your cell phone or if your cell phone rings during class, please understand that I reserve the right to deduct 20 points for each instance. If your cell phone makes noise during an in-class exam, please be aware that you will automatically fail that exam. If a unique situation requires that you keep your cell phone or pager on during class, please see me before class begins.

In addition to maintaining a positive and productive course climate through discussion, the following expectations apply:

- Chronic tardiness will not be tolerated. Arriving late disrupts the flow of the lecture and is disrespectful to the instructor and other class members.
- Your undivided attention is expected in class. During lecture, behaviors such as doing work for another class, dozing, and/or talking to your neighbor are not acceptable. If you engage in any of these activities, expect to be confronted.
- To pass this class with a good grade, you will need to devote a substantial amount of time EACH week to studying the material presented in lecture and the text. On average, you will need to devote 3 hours of out-of-class study time for each hour of class time.

- Absence for Observance of Religious Holy Days: If you recognize a specific religious holy day(s), and you intend to observe such religious holy day(s), which occur during regular class days, then please make that intention known in writing to the instructor prior to your absence.

- Disabilities: “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAA), and subsequent legislation. Persons with disabilities which warrant academic accommodations must contact the Student Affairs Office (325 942-2047), Suite 112 in the Houston Harte University Center, in order to request such accommodations prior to their being implemented. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility

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to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211 (TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities. Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.”

- **Academic Honesty:** “Academic honesty is expected on all work. The Department of Psychology, Sociology, and Social Work adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook ([http://www.angelo.edu/student-handbook/code-of-student-conduct/](http://www.angelo.edu/student-handbook/code-of-student-conduct/)). The University faculty expects all students to engage in their academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom. Any student found guilty of any form of dishonesty in academic work (including, but not limited to, cheating on exams, plagiarism, and collusion) is subject of disciplinary action and possible expulsion from ASU. Academic dishonesty violates the Student Honor Code and will result in a failing grade for this course. For your own sake, please do your own work and don’t cheat!

Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft. In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the *APA Style Manual of the American Psychological Association* as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center [http://www.angelo.edu/dept/writing_center/academic_honesty.php](http://www.angelo.edu/dept/writing_center/academic_honesty.php).”

**RESPECT FOR OTHERS:** Many topics in this course can be of a controversial or sensitive nature. Please note that I expect the general rule of class to be one of mutual respect. Please respect each other by remembering that everyone has had unique experiences and has a right to her or his opinions and choices.
EXAMS: Exams will cover material from lectures and the textbook and will be presented online via Blackboard under the Exams menu item (the final exam will be in class). All online exams must be taken with Respondus Lockdown Browser, which can be accessed on any campus computer. Each exam will consist of 50 multiple choice questions with a time limit of 75 minutes. Exams will be open book and lecture notes are also allowed. There will be four exams as indicated on the course schedule. Exams 1, 2, and 3 will be online and will be available for one week and can be taken only once.

Makeup exams: Because the online exams will be available for an entire week, there will be NO makeup exams. Therefore, it is to your benefit to complete each exam earlier rather than later in the week.

**Final exam**: The final exam will be given in-class (not online) on the day of the final exam. The final is NOT cumulative.

FILM ANALYSES: Film can powerfully affect our perceptions and influence how we view the world around us. In this course we explore how films in contemporary society reflect social psychological theories and perspectives related to stereotypes, prejudice, and discrimination. Throughout the semester we will watch four films. The goal of the film analyses is to have students relate the information learned in class to popular films. Students are required to write a film analysis over one of the four films shown in class, and students must be in class on the day the film is shown to be eligible to write about the film. If desired, students may submit additional film analyses; the highest score will be the one that counts toward the overall course grade. More detail is included in the assignment requirements located under Course Documents on Blackboard.

DAILY JOURNAL: The goal of this assignment is to help you become aware of the prevalence of stereotyping, prejudice, and discrimination in your day-to-day life. To this end, you will be asked to keep a personal diary of events related to your experiences. Each time you notice stereotypes, prejudice, and/or discrimination in your daily life you are asked to fill out a diary form (which can be downloaded from Blackboard). You can print out as many diary forms as you need. Each week you will be required to turn in your completed forms. Detailed information regarding the specific requirements for this written assignment is included under Course Documents on Blackboard. Being vigilant is an important aspect so there should be a minimum of (at least) three separate occurrences during the week. Most students find that as the semester progresses, they are able to notice substantially more and more occurrences. Also please be aware that the quality of your entries, not just the quantity, is very important.

REFLECTION PAPER: At the end of the semester, you will be asked to write a reflection paper addressing aspects of your experiences in this course. Your goal for the paper is to engage in self-reflection and to examine what you’ve learned about yourself during the semester. Detailed information regarding the specific requirements for this written assignment is included under Course Documents on Blackboard.

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COURSE POLICIES AND EVALUATION:

- Grading:
  A total of 1000 points is possible for this course. The points are broken down as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
</tr>
<tr>
<td>Exam 4</td>
<td>100</td>
</tr>
<tr>
<td>Film Analysis</td>
<td>100</td>
</tr>
<tr>
<td>Journal</td>
<td>300</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

Final letter grades will be determined using the table below. Note: I do not round grades up or down. There is no curve.

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900 and above</td>
<td>A</td>
</tr>
<tr>
<td>800 – 899</td>
<td>B</td>
</tr>
<tr>
<td>700 – 799</td>
<td>C</td>
</tr>
<tr>
<td>600 – 699</td>
<td>D</td>
</tr>
<tr>
<td>599 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

VERY IMPORTANT!! At the end of every semester, a student approaches me to request that I raise his or her grade (because she or he will be placed on probation, because she or he won't make it into graduate school, because she or he will lose a scholarship, because she or he won’t be able to graduate...or whatever), and that s/he will do any amount of extra work to have his or her grade raised. Please do not ask!! I have never done this, and I never will. It is not only unethical to change you grade in this way, it is also unfair to the other students in our class.

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PSY 3325 Course Schedule

Note: Readings should be completed prior to class. Be prepared to discuss readings in class. Dates and assignments are subject to change at the instructor's discretion. Topics may take more or less time than expected.

<table>
<thead>
<tr>
<th>Date</th>
<th>TOPIC</th>
<th>Reading</th>
<th>Activity/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 22</td>
<td>Introduction Research Methods</td>
<td>Chapter 1</td>
<td></td>
</tr>
<tr>
<td>January 29</td>
<td>Stereotypes</td>
<td>Chapters 2, 3</td>
<td></td>
</tr>
<tr>
<td>February 5</td>
<td>FILM</td>
<td></td>
<td>Exam 1 Ch. 1-3 (available Feb. 5 to Feb. 12)</td>
</tr>
<tr>
<td>February 12</td>
<td>Prejudice</td>
<td>Chapter 4</td>
<td></td>
</tr>
<tr>
<td>February 19</td>
<td>Racism</td>
<td>Chapter 5</td>
<td></td>
</tr>
<tr>
<td>February 26</td>
<td>Sexism</td>
<td>Chapter 6</td>
<td></td>
</tr>
<tr>
<td>March 5</td>
<td>FILM</td>
<td></td>
<td>Exam 2 Ch. 4-6 (available Mar. 5 to Mar. 12)</td>
</tr>
<tr>
<td>March 12</td>
<td>SPRING BREAK</td>
<td>Woo Hoo!!</td>
<td></td>
</tr>
<tr>
<td>March 19</td>
<td>Weightism</td>
<td>Chapter 7</td>
<td></td>
</tr>
<tr>
<td>March 26</td>
<td>Classism, Homosexism</td>
<td>Chapter 8</td>
<td></td>
</tr>
<tr>
<td>April 2</td>
<td>Ageism</td>
<td>Chapter 9</td>
<td></td>
</tr>
<tr>
<td>April 9</td>
<td>FILM</td>
<td></td>
<td>Exam 3 Ch. 7-9 (available Apr. 9 to Apr. 16)</td>
</tr>
<tr>
<td>April 16</td>
<td>Experiencing Prejudice</td>
<td>Chapter 10, 11</td>
<td></td>
</tr>
<tr>
<td>April 23</td>
<td>Reducing Prejudice</td>
<td>Chapter 12</td>
<td>Diary Forms Returned</td>
</tr>
<tr>
<td>April 30</td>
<td>FILM</td>
<td></td>
<td>Reflection Paper Due (April 30)</td>
</tr>
<tr>
<td>May 7</td>
<td>In class Final, Monday, 6:00 p.m.</td>
<td>Exam 4 Ch. 10-12</td>
<td></td>
</tr>
</tbody>
</table>

Syllabus is subject to change at the discretion of the instructor.
INSTRUCTIONS for JOURNAL

Stereotypes and/or prejudices are pervasive throughout society and are evident during situations such as personal interactions, media exposure, and/or social networking. For this assignment you are asked to keep a journal and to record occurrences related to stereotypes, prejudice, and discrimination. Your task is to focus on the prevalence of stereotypes and prejudices in everyday life related to people’s group membership (race, gender, sexual orientation, religion, ethnicity, weight, age, social class, etc.). The more focused we become in recognizing even subtle occurrences; the easier it becomes to detect them.

Each time you notice events in your daily life you are asked to fill out a diary form (which can be downloaded from Blackboard). You can print out as many diary forms as you need.

- For the first part of the semester, you will be recording instances when you notice stereotypes, prejudice and/or discrimination in your surroundings. Some examples might include a situation when someone you are with stereotypes another person. Or, you might be by yourself and you overhear a derogatory comment or witness a discriminatory behavior of a particular group member. Or, could be that you are with friends and one of them makes a racist or sexist joke. Or, maybe you are watching TV or browsing social media and you notice certain stereotypes and prejudices portrayed in ads or in the photos or comments by others. Or, maybe you’re listening to music and you notice that the lyrics of a song contain stereotypes. Or, maybe you’re shopping, and you notice products with images that display social stereotypes. Or, maybe you notice another person stereotypes you based on your group membership. Again, these are just a few examples; there are many, many, ways in which stereotypes can be noticed in your everyday life.

- For the second part of the semester, you will be asked to recognize and record instances when you are the one who stereotypes others based on their group membership (race, gender, sexual orientation, religion, ethnicity, weight, age, social class, etc.). For example, maybe you are in a checkout lane and assume that the elderly customer in front of you will be very slow so you go to a different lane. Or, maybe you’re sitting in an algebra class and you notice an Asian student and automatically think, based on the stereotype, that the Asian student will be good at math. Or, maybe you’re in the airport and notice a Muslim woman wearing a hijab and automatically assume that she has ties to terrorism. If you can identify with any of these examples, you’re not alone. What we know about these responses is that stereotypes are quite common, happen quickly, and often without conscious intention even when we do not believe such stereotypes to be true.

- The third part of the semester, you will be asked to practice countering stereotypes, prejudices, and/or discrimination that you apply to others. After recognizing that you have a bias against someone based on the person’s group membership, you will be asked to stop and consider alternative ways of thinking or behaving. Perhaps you might try to understand why you think or feel the way you do about the person based on her or his group membership. Perhaps you might find that it becomes easy to replace a negative stereotype with a positive stereotype about the person’s group. Perhaps you can try to understand the person and her or his behavior by taking the perspective of that individual. Each time you engage in self-reflection, be sure to write it down in your journal entry.

Each week you will be required to turn in your completed forms. Please complete a diary form as soon as possible so that you don’t forget any of the details of what occurred. If you experience more than one incident on any given day, then complete a separate form for each incident. You will be required to turn in completed diary forms to me every week. Toward the end of the semester, I will return all of your forms to you so that you can write your Reflection paper.

Being vigilant is an important aspect so there should be a minimum of (at least) three separate occurrences during the week. Most students find that as the semester progresses, they are able to notice substantially more and more occurrences each week. Also please be aware that the quality of your entries, not just the quantity, is very important.

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8
Film Analyses  
PSY 3325

Film can powerfully affect our perceptions, and influence how we view the world around us. In this course we explore how films in contemporary society reflect social psychological theories and perspectives. We will watch four films in class throughout the semester; you are required to turn in at least one film analysis. Please be aware that to submit a film analysis you must attend class the day the film is shown.

All film analyses are due at the beginning of the next class after the film was viewed. No late papers will be accepted. No emailed papers will be accepted; you must turn in your analysis in person. In your analyses, you need to organize your paper in the following format:

1) Include a separate title page that includes just your name, the title of your paper, and the date.
2) You will start writing your paper on the next page and will begin with an introduction paragraph. The introduction should be creative and bring the reader into your paper – spark some interest, discuss why the topic is important.
3) The second paragraph should discuss what topic(s) the film addressed, and the primary message of the film (i.e., what is the point made by the producer/director/writer?).
4) The third paragraph should discuss the specific ways in which the film related to information in the textbook (be sure to correctly cite the textbook and include the relevant page number). In addition, what theory or concept from lecture can be applied to specific scenes in the film? Describe your understanding of the theory/concept and explain how you think certain aspects of the film related to the theory.
5) The fourth paragraph should include which aspects of the film you found particularly effective or powerful. Explain why.
6) The fifth paragraph should include which aspects of the film you found to be ineffective, or could have been better. Explain why. (Note: you are not allowed to say “nothing.” Be critical observers).
7) End with a conclusion paragraph. The conclusion should restate the main points of the paper and in some way relate back to your introduction. Wrap it all up and tie it with a bow.
8) Include a separate reference page at the end that includes the textbook reference.

Other important points to keep in mind:
- All papers must be typed, 12-point Times New Roman font, and page margins must be 1 inch on all sides.
- Double space.
- The total number of pages for the reflection paper needs to be at least 5 pages that includes the title page, at least three pages of text, and the reference page. 3 pages of text means 3 full pages - not 2 ½, 2 ¾ but 3 FULL pages).
- The reference page is titled References (NOT works cited, or bibliography)
- Staple your paper before turning it in. It is your responsibility to find a stapler.
- Remove the extra space Word places between paragraphs. Refer to the step by step tips for how to correctly space the paper on Blackboard Course Documents.
- Do NOT use “YOU” or “YOUR” or “YOU’RE”
- Note that there are points for the general quality of your film analysis. This includes creativity, presenting your ideas in a clear and concise manner, generally communicating your ideas well, answering each question fully and thoughtfully, transitions between paragraphs, etc. All papers must be written in complete sentences in an essay format. This means that you need to use proper grammar, spell words correctly, smoothly transition between sentences, etc. Present your ideas in a clear and concise manner, generally communicating your ideas well. Discuss your ideas thoughtfully. Grammar and spelling will definitely count, so I encourage you to take advantage of the ASU writing center. Tutors are available to assist students with their writing, and this service is free to all ASU students.

Citations
- Cite your source(s) correctly. Use APA style to cite your sources. You may find the Purdue OWL website to be extremely helpful. https://owl.english.purdue.edu/owl/resource/560/01/
- You should be able to complete the papers using class notes and the textbook. DO NOT PLAGIARIZE!!!! If your ideas came from the textbooks or lecture, say so, and cite that source. Make sure to use quotation marks when using words from a source.
- Examples for how to use APA-style in-text citations:
  - “Weightism also surfaces in the evaluation of high school students for college” (Blaine, 2017, p. 544).
  - Blaine (2017) describes that “weightism also surfaces in the evaluation of high school students for college” (p. 544).
- How to reference our textbook on the Reference page:

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Reflection Paper Assignment  
PSY 3325

This assignment requires you to critically examine the events, behaviors, and responses that you noticed and experienced over the course of the semester as they related to this course. At the end of the semester, you are asked to reflect on these occurrences. Your reflection paper should consist of the following:

- Include a separate title page
- Begin your paper with an introduction paragraph.
- Second paragraph - after looking back at your journal entries, what did you notice about your experiences? Give a couple of examples that you wrote in your entries.
- Third paragraph - describe how your experiences relate to information in the text. Please CITE the page number(s) of the information you discuss from the text!! One sentence quote only.
- Fourth paragraph - describe the emotions you experienced during the course of the class.
- Fifth paragraph - describe what you learned about others.
- Sixth paragraph - describe what you learned about yourself.
- End with a conclusion paragraph.
- Include a separate Reference page

Papers must be at least 5 pages in length (the title page, at least three full pages of text, and a reference page).

Other important points to keep in mind:
- All papers must be typed, 12-point Times New Roman font, and page margins must be 1 inch on all sides.
- Double-space.
- The total number of pages for the reflection paper needs to be at least 5 pages that include the title page, at least three pages of text, and the reference page. 3 pages of text means 3 full pages - not 2 ½, 2 ¾ but 3 FULL pages.
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- Note that there are points for the general quality of your film analysis. This includes creativity, presenting your ideas in a clear and concise manner, generally communicating your ideas well, answering each question fully and thoughtfully, transitions between paragraphs, etc. All papers must be written in complete sentences in an essay format. This means that you need to use proper grammar, spell words correctly, smoothly transition between sentences, etc. Present your ideas in a clear and concise manner, generally communicating your ideas well. Discuss your ideas thoughtfully. Grammar and spelling will definitely count, so I encourage you to take advantage of the ASU writing center. Tutors are available to assist students with their writing, and this service is free to all ASU students.

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