STEREOTYPES, PREJUDICE, AND DISCRIMINATION – PSY 3325
Spring 2020
M 4:00-6:50
Room A113

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:
• Gain knowledge and understanding of diverse perspectives.
• Gain a basic understanding of stereotypes, prejudice, and discrimination.
• Learn to apply course material to daily life.

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, small group participation, and a written 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, it is your responsibility to obtain the information from another student who was in class. Please note that I do not give out or email or post my PowerPoint slides. I am, however, happy to meet with you to discuss and help clarify any material you receive from a classmate.
- Incomplete lecture notes (with blanks) will be posted online before each lecture. It is important that you attend the lectures and take really good notes of all of the information presented in class.

Technology and the Problem of Divided Attention
A past article summarized recent studies related to the problem of divided attention, highlighting research that finds when people were engaged in a task and then are mentally interrupted by responding to emails or text messages it takes 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 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.

Syllabus is subject to change at the discretion of the instructor.
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 you check 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 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.
- 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.

**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. Each exam will be in class and will consist of 50 multiple choice questions. Exams will be open book and lecture notes are allowed. There will be four exams as indicated on the course schedule. However, I will count only the highest three exam scores.

**Makeup exams:** There are no make-up exams. If you miss an exam for whatever reason, that one missed exam will not count against your total course grade because that one will count as the one that gets dropped.

**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.

**SMALL GROUP PARTICIPATION:** During class, students will be asked to work in small groups and discuss situations presented by the instructor. The goal of the small group work is for students to interact with their peers in a more personal setting; thereby increasing opportunities to share perspectives and to learn from each other, which helps students understand the course material at a more in-depth level.

**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 will be provided toward the end of the semester.

*Syllabus is subject to change at the discretion of the instructor.*
COURSE POLICIES AND EVALUATION:

• **Grading:**
A total of 570 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>150</td>
</tr>
<tr>
<td>Exam 2</td>
<td>150</td>
</tr>
<tr>
<td>Exam 3</td>
<td>150</td>
</tr>
<tr>
<td>Exam 4</td>
<td></td>
</tr>
<tr>
<td>Only highest 3 exams counted</td>
<td>300</td>
</tr>
<tr>
<td>Film Analysis</td>
<td>100</td>
</tr>
<tr>
<td>Small Group Participation</td>
<td>70</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>570</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>
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</thead>
<tbody>
<tr>
<td>513 and above</td>
<td>A</td>
</tr>
<tr>
<td>456 – 512</td>
<td>B</td>
</tr>
<tr>
<td>399 – 455</td>
<td>C</td>
</tr>
<tr>
<td>342 – 398</td>
<td>D</td>
</tr>
<tr>
<td>341 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 your grade in this way, it is also unfair to the other students in our class.
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 13</td>
<td>Introduction Research</td>
<td>Chapter 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 20</td>
<td>NO CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 27</td>
<td>Stereotypes</td>
<td>Chapters 2, 3</td>
<td></td>
</tr>
<tr>
<td>February 3</td>
<td>FILM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 10</td>
<td>Prejudice</td>
<td>Chapter 4</td>
<td>Exam 1 Ch. 1-3</td>
</tr>
<tr>
<td>February 17</td>
<td>Racism</td>
<td>Chapter 5</td>
<td></td>
</tr>
<tr>
<td>February 24</td>
<td>Sexism</td>
<td>Chapter 6</td>
<td>Exam 2 Ch. 4-6</td>
</tr>
<tr>
<td>March 2</td>
<td>FILM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 9</td>
<td>SPRING BREAK</td>
<td>Woo Hoo!!</td>
<td></td>
</tr>
<tr>
<td>March 16</td>
<td>Classism, Homosexism</td>
<td>Chapter 7</td>
<td></td>
</tr>
<tr>
<td>March 23</td>
<td>Weightism</td>
<td>Chapter 8</td>
<td></td>
</tr>
<tr>
<td>March 30</td>
<td>Ageism</td>
<td>Chapter 9</td>
<td>Exam 3 Ch. 7-9</td>
</tr>
<tr>
<td>April 6</td>
<td>FILM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 13</td>
<td>Experiencing Prejudice</td>
<td>Chapter 10, 11</td>
<td></td>
</tr>
<tr>
<td>April 20</td>
<td>Reducing Prejudice</td>
<td>Chapter 12</td>
<td>Reflection Paper Due (April 20)</td>
</tr>
<tr>
<td>April 27</td>
<td>FILM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 4</td>
<td>Final: Monday, 6:00 p.m.</td>
<td></td>
<td>Exam 4 Ch. 10-12</td>
</tr>
</tbody>
</table>

Syllabus is subject to change at the discretion of the instructor.
General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook
- Angelo State University Catalog

Student Responsibility and Attendance

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.

Accommodations for Students with Disabilities

ASU 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 of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

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Plagiarism
Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. 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. 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. Resources to help you understand this policy better are available at the ASU Writing Center.

Student Absence for Observance of Religious Holy Days
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Copyright Policy
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Syllabus is subject to change at the discretion of the instructor.
Online: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

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Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

**Student Learning Outcomes**

1. Gaining a basic understanding of the subject
2. Developing knowledge and understanding of diverse perspectives
3. Learning to apply course material

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**End of Syllabus**