Angelo State University
PSY 3325 13200 – 3 credits (online)
Psychology of Stereotypes, Prejudice, and Discrimination

Syllabus
Fall 2021
10/18/21 – 12/10/21

Instructor
Tyler N. Livingston – Ph.D. 2021, Social Psychology, University of Nevada, Reno
Assistant Professor, Department of Psychology
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Office: Academic Building 104H
Phone: 325-486-6812
Office hour: Tuesday 12:30-2:00 p.m. and Wednesday 2:30-4:00 p.m., or by appointment. Students may attend office hours either in person or via Zoom

Text

Course Website
https://blackboard.angelo.edu

Graduate Assistant
Carter Adams (cadams31@angelo.edu), M.S. student in Industrial/Organizational Psychology

Introduction and Course Description
Welcome! This course introduces students to theories and research concerning stereotypes, prejudice, and discrimination. Students explore social cognitive perspectives regarding stigmatized groups based on race/ethnicity, gender, sexual orientation, age, ability, and appearance. In their exploration, students gain opportunities to:

- critically evaluate their own thoughts and behaviors related to stereotypes, prejudice, and discrimination;
- analyze classic and modern perspectives on pertinent topics introduced in class; and
- elaborate on the implications of psychological research for social cohesion in everyday life.

Exploration of these topics and associated opportunities for critical thinking will prepare students to identify, interrogate, and reconsider instances of stereotypes, prejudice, and discrimination in their social worlds.
Course Format and Expectations for Digital Communication

Learning in this course occurs via active engagement from students. The instructor assumes that students will remain active participants in the discovery, processing, and application of course material. Students should practice professionalism in their class participation, time management, and written communication.

Course Format
This course is hosted online asynchronously via the Blackboard Learning Management System. Online courses provide flexibility and convenience so students can learn, study, and participate around their own schedule. Online classes should not be mistaken as “easier” alternatives to in-person learning. This accelerated 8-week course contains the same amount of learning content as its traditional 16-week in-person counterpart. Students must devote adequate time—approximately 6-8 hours each week—to successfully fulfilling the requirements of this accelerated course.

To succeed in this course and in other online classes, students must be self-motivated, determined, and dedicated to their own learning. Students should create a plan/routine/schedule for devoting specific times each day to working on class activities without distraction. It is imperative that students take responsibility for keeping up to date with class assignments.

There is a positive association between students’ effort and their learning success: Spend time and energy comprehending course material and participating in course activities, and you will be rewarded with greater knowledge and clarity on stereotypes, prejudice, and discrimination that will benefit your performance in this class and your interactions in everyday life. When you are uncertain about something related to class, ask questions! The instructor’s responsibility is to guide your exploration of class topics.

Communication
Students who contact the instructor via email should expect a response within 24 hours on weekdays. Weekend emails might not receive a response until the next weekday. Students must email the instructor using their ASU email addresses to avoid messages being filtered as spam or junk. It is the student’s responsibility to check email regularly for direct messages from the instructor and for class announcements.
Learning Outcomes
Your instructor and the university expect students to meet specific learning objectives associated with this course. In addition, this course contributes to students’ attainment of departmental learning objectives. Students are encouraged to consider their progress toward the below objectives this semester and beyond.

Course Student Learning Outcomes
By the end of this course, students should be able to...
1. describe the social cognitive process of stereotype formation, activation, and application.
2. differentiate between old-fashioned and contemporary forms of prejudice.
3. identify instances of discrimination and their effects on social cohesion.
4. consider diverse perspectives regarding stigmatized groups.

IDEA Objectives
At the end of the semester students will formally evaluate this course by describing their progress toward:
1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories).
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures.
3. Developing skill in expressing myself orally or in writing.
4. Learning to analyze and critically evaluate ideas, arguments, and points of view.

Departmental Student Learning Outcomes
The essential elements of this course, including Quizzes, Discussion Board Participation, and the Pop Culture Analysis, contribute to students’ fulfillment of learning outcomes selected by the Department of Psychology. By the end of their undergraduate training in the psychology major, students should be able to:
- access and use relevant psychological knowledge to solve comprehensive problems in different domains of the discipline.
- communicate effectively in a variety of formats.
- use information from the different branches of psychology to analyze and improve human functioning in a variety of social contexts. (B.A. Program)
- use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes. (B.S. Program)

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. Faculty value student evaluations and use student suggestions in making modifications.

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.
Course Requirements and Grading

Grades are comprised of four components: Quizzes (20%), Discussions (60%), a Pop Culture Analysis (20%), and extra credit. To view grading rubrics for Quizzes, Discussions, and the Pop Culture Analysis, please go to the “My Grades” link in your Blackboard course and select “View Rubric” under each graded item.

**Quizzes (IDEA Objectives 1, 2, 3, 4)**

Students will complete two noncumulative quizzes throughout the semester. The purpose of quizzes is to enhance students’ understanding of the subject, develop skill conveying diverse perspectives in writing, and encourage analysis and critical evaluations of ideas. Each quiz will consist of six short-answer questions. Students must select three questions to answer. Each answer should be formatted as a thorough but concise paragraph (i.e., 5-8 sentences). Quizzes will remain available Monday-Friday of the week they are due. After the due date, the instructor will post anonymous examples of outstanding quiz answers to facilitate student learning. Please see the rubric on Blackboard for additional guidance on responding to quiz questions. Together, the two quizzes will comprise 20% of the final course grade (i.e., each quiz with worth 10%).

**Discussion Board Participation (IDEA Objectives 3, 4)**

Students will participate in weekly discussions related to a social scientific understanding of stereotypes, prejudice, and discrimination. The purpose of discussion is to develop students’ skill expressing themselves verbally or in writing and to encourage analysis and critical evaluation of ideas and points of view. The instructor will provide four discussion topics throughout the semester for students to consider. The student’s task is threefold:

1. First, students must refer to the textbook to articulate their perspective on the discussion topic in an “original discussion post” (150 words).
2. Second, students must provide two questions of their own, included in their original discussion post, related to the discussion topic (these questions do not count toward the 150 words).
3. Third, students must reply (150 words) to one other student’s original discussion post by addressing one or both questions in the original post.

Please see the rubric on Blackboard for additional guidance on discussion board participation. Discussion board participation is worth 60% of the final course grade (i.e., each week is worth 15%).

**Pop Culture Analysis (IDEA Objectives 3, 4)**

Issues of stereotyping, prejudice, and discrimination are pervasive in popular culture. Students are likely to encounter examples of class topics while reading news or novels and watching TV shows or movies. For example, Marvel’s *Falcon and the Winter Soldier* on Disney+ featured a substantive plotline relevant to issues discussed in this class; *The New York Times* hosts a column on **discrimination** updated daily; and *Inside Higher Ed* publishes a section on **diversity** that features news items pertinent to colleges and universities. Students are also likely to notice topics related to stereotyping, prejudice, and discrimination discussed on Twitter, TikTok, Reddit, and other social media platforms. The purpose of the Pop Culture Analysis is for students to apply course material to topics from everyday life, analyze others’ points of view, and express themselves in writing.

Students will select one instance of a concept from class being represented in popular culture. From there, the student’s task is threefold:
1. First, students must specify the pop culture piece they are addressing (e.g., provide a link to an article or online forum, the name of the movie, etc.).

2. Second, students must identify and articulate the relevant issue of stereotyping, prejudice, or discrimination present in the pop culture piece (e.g., “I selected this article because it discusses gender stereotypes related to the male gender role. The author argues that perceptions of men as threatening or intimidating can disadvantage men interested in pursuing helping professions such as social work and education. [...]”). This section should be approximately 3-4 sentences in length.

3. Third, students must analyze the issue using knowledge gained from class. To do so, students should articulate their novel and informed perspective on the issue and how it is represented by the pop culture piece. Do you agree with the argument? Do you support the conclusion? What is your stance on the issue? And, most importantly, why? Students must support their analysis by referencing specific course material (e.g., “In the first section of Chapter 11, the authors of our textbook note examples of gender-based stereotypes of men. These examples included those referenced in the pop culture piece, but I think the pop culture piece exaggerates the issue because...”). This analysis section should be approximately 8-12 sentences in length.

Please see the rubric on Blackboard for additional guidance on the Pop Culture Analysis. This assignment is worth 20% of the final course grade.

Extra Credit
Students can earn extra credit points by completing Sona research participation credits. Sona is a research participation website hosted by Angelo State University that allows students to complete online studies. Students can access the Sona System by logging in with their @angelo.edu email address at https://angelostate.sona-systems.com. Each completed Sona credit applied to this course (PSY 3325 – Livingston) is worth 1% added to students’ final course grade. Thus, a student who earns 88% in the class and completes 2 Sona credits will receive a final course grade of 90% (A).
Course Grading Criteria
Quiz 1 = 10%
Quiz 2 = 10%
Discussion 1 = 15%
Discussion 2 = 15%
Discussion 3 = 15%
Discussion 4 = 15%
Pop Culture Analysis = 20%
Total = 100%

Course Grading Scale
A = 90% - 100%
B = 80% - 89.99%
C = 70% - 79.99%
D = 60% - 69.99%
F = less than 60%
* Grades are never “rounded”: I would not artificially decrease your grades, so I will not increase them either. You have sole charge of your scores in this course.

Assignment Submission
Students must submit all assignments through the Assignments link on the Blackboard website for grading, documenting, and archiving purposes. If a technology issue arises regarding assignment submission, email the instructor at tyler.livingston@angelo.edu and attach a copy of the assignment. Additionally, please contact the IT Service Center to report the issue. This process will document the issue and establish a timeline for your attempted submission. Be sure to keep a backup of all your work.

Religious Obligations
Students who have religious obligations that interfere with the course schedule should inform their instructor during the first week of class. The instructor will make specific course adjustments to ensure that students can submit their assignments prior to their absences. See ASU Operating Policy 10.19: Student Absence for Observance of Religious Holy Day for more information.

Academic Integrity
Cheating, plagiarism, or otherwise obtaining grades under false pretenses constitutes academic misconduct according to the ASU Student Handbook. Plagiarism software will examine each writing assignment students submit in this course. The instructor will not tolerate academic misconduct. Penalties for such behavior can include posting a grade of F for the assignment or for the course or requiring the student to retake the assignment.

Audio or Video Recording
The instructor prohibits surreptitious or covert audio or video recording of class content (e.g., lectures, discussions, demonstrations, etc.).

Disability Services
The Office of Student Affairs reviews and authorizes student requests for reasonable accommodation based on disability. Any student who requires accommodation should contact Student Disability Services as soon as possible. The employee responsible for reviewing and authorizing accommodation requests is Dallas Swafford, Director of Student Disability Services, available at (325) 942-2047 or dallas.swafford@angelo.edu.

Title IX at Angelo State University
ASU prohibits discrimination based on sex. Students are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance. Note that as a faculty member at ASU, your instructor is mandated to report any incidents involving sexual misconduct to the Title IX Coordinator. Students who wish to speak with someone in confidence may contact Counseling Services, the 24-hour ASU Crisis Helpline, or the University Health Clinic.
**Tentative Course Schedule and Due Dates**

Subject to change with fair notice.

Your instructor will not accept late assignments except in cases of documented illness, injury, or emergency. *I will not consider your assignments “late” if you submit them by 11:59 p.m. on the due date. However, I encourage you to honor the 5:00 p.m. deadline. Your Friday evenings should be for friends, family, or yourselves, not last-minute schoolwork.*

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<tr>
<th>Week and Start Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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| Week 1 October 18  | Chapter 1 – Introducing the Concepts of Stereotyping, Prejudice, and Discrimination  
Chapter 2 – How Psychologists Study Prejudice and Discrimination | Thursday, Oct. 21, 5:00 p.m.:  
Discussion 1 Original Post  
Friday, Oct. 22, 5:00 p.m.:  
Discussion 1 Reply Post |
| Week 2 October 25  | Chapter 3 – Social Categorization and Stereotypes  
Chapter 4 – Stereotype Activation and Application | Thursday, Oct. 28, 5:00 p.m.:  
Discussion 2 Original Post  
Friday, Oct. 29, 5:00 p.m.:  
Discussion 2 Reply Post |
| Week 3 November 1  | Chapter 5 – Old-Fashioned and Contemporary Forms of Prejudice  
Chapter 6 – Individual Differences and Prejudice | Friday, Nov. 5, 5:00 p.m.:  
Quiz 1 |
| Week 4 November 8  | Chapter 7 – The Development of Prejudice in Children  
Chapter 8 – The Social Context of Prejudice | Thursday, Nov. 11, 5:00 p.m.:  
Discussion 3 Original Post  
Friday, Nov. 12, 5:00 p.m.:  
Discussion 3 Reply Post |
| Week 5 November 15 | Chapter 9 – From Prejudice to Discrimination  
Chapter 10 – The Experience of Discrimination | Thursday, Nov. 18, 5:00 p.m.:  
Discussion 4 Original Post  
Friday, Nov. 19, 5:00 p.m.:  
Discussion 4 Reply Post |
| Week 6 November 22 | NO CLASS – Happy Thanksgiving! | |
| Week 7 November 29 | Chapter 11 – Gender and Sexual Orientation  
Chapter 12 – Age, Ability, and Appearance | Friday, Dec. 3, 5:00 p.m.:  
Quiz 2 |
| Week 8 December 6 | Chapter 13 – Reducing Prejudice and Discrimination | Friday, Dec. 10, 5:00 p.m.:  
Pop Culture Analysis |