

# STEREOTYPES, PREJUDICE, AND DISCRIMINATION – PSY 3325

Spring 2022

Online

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**Instructor:** Dr. Teresa (Tay) Hack

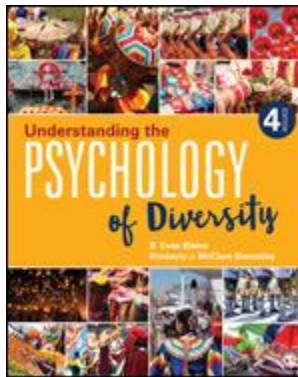
**Virtual Office Hours:** Seven days a week via email.  
E-mail: [tay@angelo.edu](mailto:tay@angelo.edu)

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

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**PREREQUISITE:** PSY 2301.



**REQUIRED TEXT:** Blaine, B. E., & Brenchley, K. J. M. (2021). *Understanding the psychology of diversity* (4<sup>th</sup> ed.). Sage Publishing.

## **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 film analysis, exams, and discussion board participation.

**CLASS FORMAT:** This is an online course. Online courses provide students with a flexible and convenient way to learn. For instance, some students who are working full-time, or raising families, or who live far from campus may elect to take online courses because they are convenient. One of the benefits of online classes is that they allow you to study around your life's schedule. But please understand that doesn't mean that online classes are easier than traditional classes. Although the course is a few weeks, we still cover the same amount of information as a full semester course. As such, it is VITAL that you are able to devote plenty of time to your work in this course. Because this is an accelerated class, *expect to devote approximately 6-8 hours each week toward completing work for this class*. Balancing responsibilities of school and other aspects of life can become a difficult juggling act, especially for online classes.

In order to succeed in this and other online classes, you will need to be self-motivated, dedicated, determined, and have a serious commitment to learning and working on your own.

**Time management is imperative to success in completing coursework.** You will need to be very organized and take responsibility for your own learning. It will be up to you to find time for your class work and to make the most of it. You might find it helpful to get into a routine of devoting specific times each day for working on the class material without distractions to ensure that you stay on top of your work and do not fall behind.

As with traditional classes, you will get out of your experience what you are willing to put into it. The more effort you put into comprehending the material the more likely you are to succeed. I suggest that you ask questions whenever you are uncertain about anything related to the class or course material. I am here to help you succeed and to guide your learning. As with other online courses, this class has a lot to offer students who dedicate the time and focus to getting the most out of their courses.

**COMMUNICATION:** I will try to respond to emails within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday. Written course communication via email: All course communication will be done exclusively through your ASU email address and Blackboard announcements. Check frequently for announcements and policy changes.

**TEACHING STRATEGIES:** Students are expected to be “active learners.” It is a basic assumption that students will be involved discovering, processing, and applying the course information by discussing course material and experiences.

## **COURSE ASSIGNMENTS**

**FILM ANALYSIS (100 points):** 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. This semester you are asked to watch any contemporary film released within the last several years. The goal of the film analysis is to have you relate the information learned in class to popular films. Further information regarding criteria for your film analysis can be found under the Film Analysis tab on Blackboard.

**EXAMS (100 points for each of 3 exams – total of 300 points):** There are three (3) examinations in this course; each exam will be online and will consist of multiple choice questions. The exams will be given online via Blackboard requiring the use of the Respondus LockDown Browser, are timed for 75 minutes, multiple attempt, and open book in nature. **Each exam will be available at the beginning of the course and will remain available until the end of the course. You may take each exam only twice; I will count only the highest grade from each of your two attempts for each exam. IMPORTANT: There are no make-up exams.**

**DISCUSSION BOARD PARTICIPATION (20 points for each of 13 discussions – total of 660 points):** You will be asked to answer questions each week that relate to the textbook chapters. The goal of the discussion board participation is to have you think about the material in a more in-depth level. There will be a total of 13 discussion topics (including the meet & greet), posted one week at a time, which will be located in the discussion board area of Blackboard for you to respond to, and discuss in a substantial nature. I expect all students to participate regularly and contribute to the discussion topics. Each week's discussion questions will be posted each Saturday so you have access to the questions in plenty of time to formulate your answer.

Because different people find different things interesting or surprising, many of the discussion board assignments allow students the opportunity to discuss how the information from the text relates to their own lives. **You will have until 5:00 pm (CST) to answer the discussion questions for that week, and to respond to a classmate's answers.** Please do not wait until the last minute to respond to the discussion topics, and please make sure to get your work posted in plenty of time.

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**TOTAL POSSIBLE POINTS PER EACH CHAPTER DISCUSSION = 20**

**Level of analysis**

18-20 = Evaluated reading at highest level; displayed outstanding critical thinking skills by interpreting, analyzing, and questioning the information; constructed original ideas, and developed a coherent response by organizing ideas.

16-17 = Evaluated reading at high level; displayed good critical thinking skills by interpreting and analyzing the information; developed a coherent response by organizing ideas.

14-15 = Evaluated reading at average level; did not display critical thinking skills (reflected by simply restating the information without thoughtful interpretation); developed a coherent response by organizing ideas.

12-13 = Displayed very little understanding of the reading; did not display critical thinking skills; developed a minimally coherent response and did not organize ideas.

11 and under = Did not display any understanding of the reading; did not display critical thinking skills; did not develop a coherent response and did not organize ideas.

5-point deduction for not commenting on a classmate's chapter answer

**RESPONSES POSTED AFTER THE DEADLINE = 0**

**Grading:** Course grades will be determined as indicated in the table below.

Assessment	Percent/Points of Total Grade
Discussion Posts – 20 for 13 discussions	260
Exams – 100 for each of 3 exams	300
Film Analysis - 100	100
<b>Total Possible Points</b>	<b>660</b>

**Grading System**

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes. There is no curve. The following grading scale is in use for this course:

A = 594-660 points

B = 528-593 points

C = 462-527 points

D = 396-461 points

F = 0-395 points

*Syllabus is subject to change at the discretion of the instructor.*

### Content and Length of Your Posts:

1. This is a biggie: Make sure that your response is thorough, detailed, and well thought-out. Remember that your responses are my only way of determining whether you understand the material or not. As such, it helps if you display critical thinking skills regarding the particular topic. To this end, **many students have found it helpful to use examples to illustrate their answers**; this shows not only your critical thinking skills, but also makes your level of understanding clear to me.

2. Also, several students ask me about the expected length of responses. My answer is that I would like to see detailed, well thought-out responses that illustrate to me that you not only read the material, but that you actually thought about the information and were able to expand ideas by relating it to your present knowledge or experience. As such, responses can never be too long if the content discusses the topic at hand. However, responses can be too short or incomplete. **Each answer to each chapter question needs to be no less than 10 relevant sentences. Any sentence that quotes information from an original source (textbook, article, etc.) will not count toward the minimum of 10 relevant sentences.**

### POLICY ON LATE OR MISSED ASSIGNMENTS

No late work is accepted unless prior approval is given by the instructor.

### Course Schedule

DATE	TOPIC	READINGS
Week 1	Meet and Greet	
Week 2	Introduction Categorization	Chapter 1 Chapter 2
Week 3	Social Processes Prejudice	Chapter 3 Chapter 4
Week 4	Racial Stereotypes Gender Stereotypes	Chapter 5 Chapter 6
Week 5	Sex Stereotypes Obesity Stereotypes	Chapter 7 Chapter 8
Week 6	Age Stereotypes Social Stigma	Chapter 9 Chapter 10
Week 7	Coping Reducing Prejudice	Chapter 11 Chapter 12
Week 8	Film Analysis	

*Syllabus is subject to change at the discretion of the instructor.*

## **Minimum Technical Skills Required**

- You must have access to a computer (at home, school, or work) that you can use for several hours at a time that is preferably in a quiet environment without distractions.
- The computer you use should have Broadband internet access (e.g., cable, or other high speed).
- Your computer should have up-to-date anti-virus software installed.
- You should be able to navigate websites, including the ability to download files from websites.
- Have the ability to download and install software, such as Adobe Reader.
- Be able to use email, and attach and download email files.
- You should be able to save and retrieve files on your computer.
- You need to have access to a computer with a word processing program (e.g, Microsoft Word).
- You should be able to locate information on the Internet using a search engine.

## **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](#)<sup>i</sup>
- [Angelo State University Catalog](#)<sup>ii</sup>

## **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](#).<sup>iii</sup>

## **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](mailto:ADA@angelo.edu). For more information about the application process and requirements, visit the [Student Disability Services website](#).<sup>iv</sup> 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](mailto: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](#)<sup>v</sup> for more information.

## **Plagiarism**

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)<sup>vi</sup> 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](#).<sup>vii</sup>

## **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<sup>viii</sup>](#) 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:

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](mailto: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).

### **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. Learning to apply course material

### **End of Syllabus**

State's policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

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i <https://www.angelo.edu/student-handbook/>

ii <https://www.angelo.edu/catalogs/>

iii <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

iv <https://www.angelo.edu/services/disability-services/>

v <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>

vi <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

vii [https://www.angelo.edu/dept/writing\\_center/academic\\_honesty.php](https://www.angelo.edu/dept/writing_center/academic_honesty.php)

viii <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>