

**Intergroup Relations Seminar: Understanding Prejudice,
Stereotyping, and Discrimination**

ICBS 302.W01

Course Outline

Required texts (including ISBN numbers)

Whitley, B.E., & Kite, M.E. (2010). *The Psychology of Prejudice and Discrimination*. Second edition. Belmont, California: Wadsworth Publishing. ISBN 978-0-495-81128-2

Griffin, J.H. (1960). *Black Like Me*. New York, NY: Signet. ISBN 978-0451192035

Wise, T. (2012). *Dear White America: Letter to a New Minority*. San Francisco, CA: City Lights Books. ISBN 978-0-87286-521-1

Course description from catalog

This seminar course will provide an overview of theoretical perspectives, research methods, empirical findings, and practical applications of psychological research on prejudice, stigma, and intergroup relations. Students will better understand psychological principles underlying prejudiced attitudes and discriminatory behaviors, gain a more objective view of their personal beliefs and behaviors, and further develop their ability to critically think about the nature of evidence and arguments from a scientific perspective.

Course goals and introduction

As societies become more ethnically diverse there is greater opportunity for the expression of prejudice, stereotyping, and discrimination. This course will provide an overview of theoretical perspectives, research methods, empirical findings, and practical applications of psychological research on prejudice, stigma, and intergroup relations. Students will better understand psychological principles underlying prejudiced attitudes and discriminatory behaviors, gain a more objective view of their personal beliefs and behaviors, and further develop their ability to critically think about the nature of evidence and arguments from a scientific perspective. We will examine in depth several issues that are central to research in this area. The topics include, but are not limited to: the development of prejudice among children, the role of cognitive, social, personality, and motivational factors in maintaining prejudice and stigma, the psychological consequences of prejudice and stigma, and strategies for reducing prejudice, stigma, and intergroup conflict. In this class we will use a broad definition of social/cultural groups, although particular attention will be given to social groups based on race/ethnicity, gender, and sexual orientation. Critical thinking about theorizing and research in this area will be emphasized during class discussions, lectures and through the use of literature, film, in class discussions, and scholarly readings.

Learning outcomes and instruments of assessment

Upon successful completion of this course, students will be able to:

- Compare and contrast cultural, individual, positive, and negative stereotypes.
- Explain the link between prejudice and stereotyping
- Discuss the social cognition view of stereotyping and prejudice.
- Identify reasons for why humans categorize.
- Discuss the tenets of social learning theory.
- Explain the basis of implicit theories.
- Critique the 5 theories surrounding the origin of prejudice.
- Identify the types of intergroup affect.
- Evaluate the influence of positive and negative affect on stereotyping.
- Compare and contrast motivational vs. cognitive capacity deficits.
- Explain how the psychodynamic perspective, authoritarian perspective, and religion account for prejudicial attitudes.
- Illustrate examples of modern racism, symbolic racism, and aversive racism
- Distinguish among the various measures used to detect stereotyping and prejudice
- Evaluate how social stigma, group identification, self esteem, and stereotype threat affect an individual's experience of prejudice.
- Discuss how intergroup interactions affect the experience of prejudice
- Explain the attributional theory in regards to prejudice experience
- Discuss whether ageism really exists
- Explain how ageism is maintained
- Assess the role of sexist language and sexist humor on gender stereotypes
- Compare and contrast old-fashioned vs. modern sexism
- Explain the tenets of Allport's contact hypothesis

- Discuss the implications of Sherif's Robber's Cave Study
- Identify the tenets of the Jigsaw Classroom
- Discuss the roles of education, empathy, and role playing on prejudice reduction
- Evaluate and weigh the current approaches to prejudice reduction
- Compare and contrast cultural differences in intergroup relations

NYIT Core Learning Outcomes:

1. Communication
2. Literacy
3. Critical/Analytical Thinking
4. Interdisciplinary Mindset and Skills
5. Ethical/Moral and Civic Engagement
6. Global Perspective
7. The Process and Nature of the Arts and Sciences

Methods of assessment will include:

1. Ten, 1-page thought papers
2. One 6-8 page paper
3. Discussion leader

Grading formula

The percent earned on your weekly thought papers (35% of final grade), paper (45% of final grade), and role as discussion leader (20% of final grade) will determine your final grade. Your final letter grade will be based on the following grading scale:

<u>Grade</u>	<u>Term Average</u>	<u>Quality Points Per Credit</u>
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	65-69	1.2
D	60-64	1.0
F	59 and below	0.0

Description of assignments

Weekly thought papers (35%) (Core outcomes 1,2,3,4,6)

To facilitate class discussion and to encourage critical thinking about the readings, you will be asked to write a brief thought paper in which you discuss an idea or pose a question of interest to you relevant to each week's reading. Your thought paper can take any one of a number of forms:

a critical analysis of one particular reading, an idea for further research, a suggestion for a modification of a theory, an integration of two or more articles, an application of the readings to your own research etc. Be creative and thoughtful and please do not write a simple summary of the readings or simply write an opinion with no theoretical support. Each week, every student will be asked to elaborate on his or her discussion issue/question. So, please be prepared to discuss your thoughts with the class. Thought papers should be no more than one double-spaced page in length (about 300 words max.) and will be worth 10-points each. Please bring your thought paper to class. It will be collected after discussion. Two points out of 10 will be deducted for each calendar day that the thought paper is late.

Paper (45%) (Core outcomes 1,2,3,4)

Your grade will also be based on a writing assignment designed to encourage critical thinking about theorizing and research on prejudice, stigma, and intergroup relations.

You are required to write your paper on 1 of the novels assigned for this class. The paper should be 6-8 double-spaced typed pages, using 12 point Times New Roman font and 1 inch margins. Points will be deducted for papers that are not written in APA style. Please consult Dr. Karafantis and/or the APA manual if you have any questions regarding proper APA style. Ten points out of 100 will be deducted for each calendar day that the report is late. Your paper must also include a minimum of 4 scholarly sources other than those listed in this syllabus.

1. *Black Like Me*

Your textbook offers various theories explaining how and why prejudice and stereotypes develop in people's minds and how they manifest in people's everyday behavior. By comparison, John Griffin's book *Black Like Me* introduces you to several characters who display strong prejudicial attitudes and behavior. In this paper, I would like you to use some of the scientific theories of prejudice you have read about in order to explain the attitudes and actions of a few characters in Griffin's book. Choose the characters you find most interesting and explain how their thoughts and actions may be understood through the application of social psychological theories. I recommend that you choose only a few characters (no more than 4) and try to analyze each person's behavior using appropriate and applicable theories. The report should be 6-8 double-spaced typed pages, using 12 point font and 1 inch margins. Ten points out of 100 will be deducted for each calendar day that the report is late.

OR

2. *Dear White America: Letter to a New Minority*

In "The Ethics of Living Jim Crow," Richard Wright describes what it was like to grow up under laws and attitudes that assumed black people and white people were two different species, with whites being inherently more valuable than blacks. Although laws were overturned during the civil rights struggles of the fifties and sixties, attitudes and ideologies are harder to deal with. Drawing on the work of Tim Wise and his book *Dear White America: Letter to a New Minority*, how have things changed? How are they the same? How does the history of slavery and Jim Crow affect the ways African American identities are socially constructed in our contemporary

society? Are whites on the verge of facing their own “Jim Crow” laws? The report should be 6-8 double-spaced typed pages, using 12 point font and 1 inch margins. 10 points out of 100 will be deducted for each calendar day that the report is late.

Discussion Leader (20%) (Core outcomes 1,2,3,4,6).

You will be assigned in pairs to organize and lead a class discussion on current material. Discussion topics may be based on material that was most controversial or material that simply seems most likely to generate extended discussion.

Policy for make-up exams and missed or late assignments

All late assignments are subject to a point reduction. Late weekly thought papers will incur a 2-point deduction for each calendar day that the assignment is late. In addition, your paper will incur a 10-point deduction for each calendar day that is late.

Attendance policy

Students are expected to attend all classes on time. Coming late to class three times will result in an official absence. If a student has more than three unexcused absences the professor will meet with the student to discuss their excessive absences and how it will impact their grade.

Withdrawal policy

A student may withdraw from a course without penalty through the end of the 8th week of class during a 14- or 15-week semester and through the 8th meeting during an 8week course cycle. After this, the student must be doing passing work in order to receive a W grade. Students who are not passing after the 8th week or equivalent will be assigned the grade of WF.

It is the student’s responsibility to inform the instructor of his/her intention to withdraw from a course. If a student has stopped attending class without completing all assignments and/or examinations, failing grades for the missing work may be factored into the final grade calculation and the instructor for the course may assign the grade of WF. The grade of F is used for students who have completed the course but whose quality of work is below the standard for passing.

Withdrawal forms are available in departmental offices and once completed must be filed with the registrar. Students should be reminded that a W notation could negatively impact their eligibility for financial aid and/or V.A. benefits, as it may change the student’s enrollment status (full-time, part-time, less than part-time). International students may also jeopardize their visa status if they fail to maintain full-time status.

Academic integrity and plagiarism policies

Each student enrolled in a course at NYIT agrees that, by taking such course, he or she consents to the submission of all required papers for textual similarity review to any commercial service engaged by NYIT to detect plagiarism. Each student also agrees that all papers submitted to any such service may be included as source documents in the service’s database, solely for the purpose of detecting plagiarism of such papers.

Plagiarism is the appropriation of all or part of someone else's works (such as but not limited to writing, coding, programs, images, etc.) and offering it as one's own. Cheating is using false pretenses, tricks, devices, artifices or deception to obtain credit on an examination or in a college course. If a faculty member determines that a student has committed academic dishonesty by plagiarism, cheating or in any other manner, the faculty has the academic right to 1) fail the student for the paper, assignment, project and/or exam, and/or 2) fail the student for the course and/or 3) bring the student up on disciplinary charges, pursuant to Article VI, Academic Conduct Proceedings, of the Student Code of Conduct.

OTHER POLICIES

1. Any student who does not understand and /or accept the contents and terms of this syllabus must notify the instructor in writing within one week after receiving this syllabus.
2. Any student in this course who, because of a disability, needs an accommodation in order to complete the course requirements should contact the instructor.
3. While in class students should be focused and paying attention to the current discussion. Therefore, students are not allowed to have cell phones out on their desk. They **MUST** be turned off and put away before class begins. If you are on your phone or using a computer for purposes other than to take notes you will be asked to leave the class, resulting in an official absence.
4. The terms of this syllabus may be changed at the discretion of the instructor.

Library Resources

All students can access the NYIT virtual library from both on and off campus at www.nyit.edu/library. The same login you use to access NYIT e-mail and NYITConnect will also give you access to the library's resources from off campus.

On the left side of the library's home page, you will find the "Library Catalog" and the "Find Journals" sections. In the middle of the home page you will find "Research Guides;" select "Video Tutorials" to find information on using the library's resources and doing research.

Should you have any questions, please look under "Library Services" to submit a web-based "Ask-A-Librarian" form.

Support for students with disabilities

NYIT adheres to the requirements of the Americans with Disabilities Act of 1990 and the rehabilitation Act of 1973, Section 504. The Office of Disability Services actively supports students in the pursuit of their academic and career goals. Identification of oneself as an individual with disability is voluntary and confidential. Students wishing to receive accommodations, referrals and other services are encouraged to contact the Office of Disability Services as early in the semester as possible although requests can be made throughout the academic year.

TENTATIVE SCHEDULE

Date	Topic	Assignment Due
Tues. 1/24	Introduction	
Thurs. 1/26	Introduction	<ul style="list-style-type: none"> • Whitley/Kite Chapter 1 • <i>Black Like Me</i> pgs. 1-30
Tues. 1/31	Social Categorization and Stereotypes	<ul style="list-style-type: none"> • Whitley/Kite Chapter 3 • Devine, P. G. (1989). • <i>Black Like Me</i> pgs. 31-90
Thurs. 2/2	Stereotype Activation and Application	<ul style="list-style-type: none"> • Whitley/Kite Chapter 4 • Dovidio, J.F., Kawakami, K., Johnson C., & Johnson, B. (1997). • <i>Black Like Me</i> pgs. 91-120
Tues. 2/7	Stereotype Activation and Application	<ul style="list-style-type: none"> • Film: <i>Gran Torino</i> • <i>Black Like Me</i> pgs. 121-160
Thurs. 2/9	Stereotype Activation and Application	<ul style="list-style-type: none"> • Film: <i>Gran Torino</i> • <i>Black Like Me</i> pgs. 161-208
Tues. 2/14	Implicit Prejudice	<ul style="list-style-type: none"> • Cunningham, W. A., Preacher, K. J., & Banaji, M. R. (2001). • Nosek, B. A. (2007). • Take the Implicit Association Test online
Thurs. 2/16	Old-Fashioned vs. Contemporary Forms of Prejudice	<ul style="list-style-type: none"> • Whitley/Kite Chapter 6 • Schreer, G., Smith, S., & Thomas, K. (2009).
Tues. 2/21	Old-Fashioned vs. Contemporary Forms of Prejudice	<ul style="list-style-type: none"> • Film: <i>American History X</i>
Thurs. 2/23	Old-Fashioned vs. Contemporary Forms of Prejudice	<ul style="list-style-type: none"> • Film: <i>American History X</i>
Tues. 2/28	Individual Differences and Prejudice	<ul style="list-style-type: none"> • Whitley/Kite Chapter 7 • Bobocel, D. R., Son Hing, L. S., Davey, L. M., Stanley, D. J., & Zanna, M. P. (1998). • <i>Dear White America...</i> pgs. 1-30
Thurs. 3/2	Racism	<ul style="list-style-type: none"> • Blair, I. V., Judd, C., M. & Chapleau, K. M. (2004). • <i>Dear White America...</i> pgs. 31-90
Tues. 3/7	Racism	<ul style="list-style-type: none"> • Film: <i>12 Years a Slave</i> • <i>Dear White America...</i> pgs. 91-126

Thurs. 3/9	Racism	<ul style="list-style-type: none"> • Film: <i>12 Years a Slave</i> • <i>Dear White America...</i> pgs. 127-153
Tues. 3/14	The Development of Prejudice in Children	<ul style="list-style-type: none"> • Whitley/Kite Chapter 8 • Aboud, F.E., (2013).
Thurs. 3/16	The Social Context of Prejudice	<ul style="list-style-type: none"> • Whitley/Kite Chapter 9 • Hornsey, M. (2008). • Turbin-Petrosino, C. (2002).
Tues. 3/21	No Class Spring Break	
Thurs. 3/23	No Class Spring Break	
Tues. 3/28	The Experience of Discrimination	<ul style="list-style-type: none"> • Whitley/Kite Chapter 11 • Crocker, J., & Major, B. (1989). • Aronson, J., Lustina, M. J., Good, C., Keough, K., Steele, C. M., & Brown, J. (1999).
Thurs. 3/30	The Experience of Discrimination	<ul style="list-style-type: none"> • PAPER DUE • Film: <i>Philadelphia</i>
Tues. 4/4	The Experience of Discrimination	<ul style="list-style-type: none"> • Film: <i>Philadelphia</i>
Thurs. 4/6	Gender and Sexual Orientation	<ul style="list-style-type: none"> • Whitley/Kite Chapter 12 • Viki, T. G., Abrams, D., & Hutchinson, P. (2003). • Hebl, M. R., Foster, J. B., Mannix, L. M., & Dovidio, J. F. (2002).
Tues. 4/11	Gender and Sexual Orientation	<ul style="list-style-type: none"> • Film: <i>The Matthew Shepard Story</i>
Thurs. 4/13	Gender and Sexual Orientation	<ul style="list-style-type: none"> • Film: <i>The Matthew Shepard Story</i>
Tues. 4/18	Age, Ability, and Appearance	<ul style="list-style-type: none"> • Whitley/Kite Chapter 13 • Puhl et al., (2008).
Thurs. 4/20	Age, Ability, and Appearance	<ul style="list-style-type: none"> • Film: <i>The Invisible War</i>
Tues. 4/25	Age, Ability, and Appearance	<ul style="list-style-type: none"> • Film: <i>The Invisible War</i>
Thurs. 4/27	Reducing Prejudice and Discrimination	<ul style="list-style-type: none"> • Whitley/Kite Chapter 14

Tues. 5/2	Reducing Prejudice and Discrimination	<ul style="list-style-type: none"> • Stephan, W.G., & Finlay, K. (1999). • Karafantis, D.M., & Levy, S.R. (2004).
Thurs. 5/4	Reducing Prejudice and Discrimination	<ul style="list-style-type: none"> • Film: <i>A Class Divided</i>
Tues. 5/9	Make up day	
Thurs. 5/11	Make up day	

NOTE: All readings are due on the day they are listed in the schedule. With the exception of the first day of class, all readings should be completed prior to the class for which they are assigned.

Thought Paper Due Dates

Please base your thought paper on material due for that day

THOUGHT PAPER NUMBER	DUE DATE
1	2/2
2	2/16
3	2/28
4	3/9
5	3/14
6	3/16
7	3/28
8	4/6
9	4/18
10	5/2