

Syllabus

Advanced Social Psychology—The Psychology of Prejudice (PSYC12H3)

Dr. Michael Inzlicht

Winter 2008

Thursday 3:00-5:00 AA112

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Course Description

Martin Luther King jr. dreamed of a day when people of all colours and creeds would be judged as equals. Although we are closer to his dream, we have still not fulfilled it. This seminar will examine why that it by investigating the roots and effects of stereotypes and prejudice. Social categories, for example, are normal and helpful devices that allow perceivers to make quick inferences about group members; however, they also distort our judgment of individual people and lead us to overgeneralize. The course will examine discrimination from two distinct points of view: (1) From the people who hold prejudiced beliefs; and (2) From the people who are targets of prejudice. We begin the course by discussing how stereotypes form, why they persist, and why they often operate automatically. We then examine the impact of stereotypes on their targets, including how and when discrimination is perceived, how it affects performance and attributions of blame, and how people cope with it.

Required Text

Nelson, T. D. (2006). The psychology of prejudice. Second Edition. Boston, MA: Pearson. Available at bookstore.

Class Reader. The reader will contain five articles and chapters. Available at bookstore. i-clicker remote clicking device. Available at bookstore. **Please note that if you buy both the Nelson text and the i-clicker from the bookstore, you will get a \$25 mail-in-rebate for the i-clicker.**

<u>Evaluation:</u>	<u>Date</u>	<u>Content</u>	<u>Weight</u>
Midterm	February 28	All material through Feb. 14	30%
Term Paper	March 20	Discussion of conceptual issues	30%
Final (non-cumulative)	TBD	All material March 6 to Apr. 3	40%
i-clicker	Continuous	Participation with the i-clicker	2% bonus

Blackboard

I will use Blackboard to communicate with you (i.e. to make announcements) and so that you can each communicate with one another. Anything I hand-out in class will also be posted on the

Blackboard; so the syllabus, class notes, class schedule, and reading list are all there. Blackboard is also the place you go to log-on to and participate in the discussion board. I recommend getting quickly acquainted with Blackboard and checking it on a regular basis throughout the semester for announcements and messages. Also, please make sure to update your Blackboard account so that your correct email address is noted. You do not need to apply for Blackboard access. If you are registered, you will automatically see this class when you log-on to the intranet. To access Blackboard, log onto <http://www.utoronto.ca/>, enter your UTORid and password, and voila you have access!

Discussion Forum

To help foster communication between each of you, I've created a discussion forum on the intranet. The forum should also be the first place you go when you have questions about course material. Please feel free to use this space as our virtual classroom. So, post clarification questions! These posts are valuable because they may echo many people's concerns. Remember, however, to respond to questions as well as this will enhance the classroom experience and create a self-sustaining internet community.

Some important points to consider when posting:

Discussions of prejudice can generate strong feelings and I ask that you to always be respectful of others even when you disagree with them. This holds both for those who may express views that may appear prejudicial, and to those who react to them.

Excellent posts go beyond the information in the book or readings by relating what is learned in this class to other classes, to authoritative sources found in other books or the internet.

Many folks will post clarification questions. Although these posts are valuable because they may echo many people's concerns, having someone from the class respond to the question is even more valuable and creates a self-sustaining internet community.

Lectures

The lecture slides will be posted on the web site before each class. The amount of overlap between lectures and required readings will vary across topics, so you should read and attend the lectures.

i-clicker

To make the class more enjoyable for everyone and to add an element of interactivity in the large lecture hall, we will use i-clicker remote polling technology. Although I am not requiring it, I suggest that you buy an i-clicker device and bring it to class with you. During lecture, I will periodically ask you, the class, a multiple-choice question to gauge your knowledge, to spur conversation, or to demonstrate a concept. You will use your i-clicker to respond to my class questions. This promises to be a fun part of the class! As an incentive to both attend class and participate with i-clicker, I will be giving an extra 2% to all students who purchase, register, and use their i-clicker in class. As long as you respond to at least 50% of the i-clicker questions I pose in class, you will get your extra 2% automatically.

Readings

The number of readings will vary per week and will sometimes include assigned chapters in the text plus additional articles from your course reader. Other weeks will focus solely on additional articles from the course reader.

Exams

Both midterm and final will consist of multiple-choice questions and short essays (50% lectures, 50% readings). The mid-term is worth 30% of your grade and the final, 40%. If you do better on the final than the mid-term, I will re-weight the midterm to 25% and the final, 45%. PLEASE NOTE there will not be a deferred mid-term exam. If you provide valid medical documentation on a UTSC Student Medical certificate that documents your absence from the mid-term, your final exam will be re-weighted and worth 70% instead of 40%.

Term Paper

You will form into groups of two and each group will submit a 5-6 pages, typed, double-spaced term paper in which you will address a discussion question by reviewing a body of literature, and proposing a coherent and informed argument. Details of the assignment will be specified later in the semester, but you may want to arrange something with a partner as soon as possible. **The paper is due in class on March 22nd**. E-mail copies of papers will not be accepted. Late papers will be docked 5% for each day that they're late. Although I encourage you to work with one partner on this, you also have the option of working on this alone, without a partner.

Guidelines for Writing Assignments:

Use APA style

All works that are referred to (directly or otherwise) must be cited in the text, and in a reference page at the end of your work.

Omit needless words. Quoting Strunk and White (1957):

“Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires not that the writer make all of her or his sentences short, or that s/he avoid all detail and treat subjects only in outline, but that every word tell.”

Avoid quotes, especially lengthy ones.

Spelling, grammar, and sentence structure are important and figure into the grading

Email Policy

My policy is to respond to emails within 2 *working* days of receipt. I am available to all my students and encourage you all to visit me during office hours (Mondays 12:00-1:00) even if it's to have a casual chat. However, given the size of the class and my already overflowing inbox, I am less encouraging of email. If you have questions or concerns, always check the course syllabus and intranet site first. If you can't find what you need, get to know your neighbour (get his/her phone number and email) and ask him/her. You could also try posting a question in the discussion forum. If that doesn't work, contact your TA (kathleen.fortune@utoronto.ca). If issues remain, come to my office hours or email me (inzlicht@gmail.com).

Grading Summary

Midterm—30%

Term Paper—30%

Final—40%

i-clicker participation—extra 2%

Course Schedule

DATE	TOPIC	READINGS
Week 1: Jan 10	Introduction, Definitions, & Concepts	Ch 1
Week 2: Jan 17	Development & Maintenance of Stereotypes	Ch 2
Week 3: Jan 24	Cognitive, Affective, & Motivational Approaches	Ch 3; Bodenhausen & Macrae (1996)
Week 4: Jan 31	Modern Prejudice	Ch 5; Greenwald, McGhee, Schwartz, 1998
Week 5: Feb 7	Class TBD	
Week 6: Feb 14	Prejudiced Personality; Review for Midterm; Term Paper Guidelines	Ch 4
Feb 21	Reading Week; No Class	
Week 7: Feb 28	Midterm	
Week 8: Mar 6	Intergroup Relations; Writing Guidelines	Reynolds & Turner (2001)
Week 9: Mar 13	Experiencing Prejudice I: Stigma	Ch 6
Week 10: Mar 20	Experiencing Prejudice II: Stereotype Threat	Ch 6; Steele (1997); <i>term paper due</i>
Week 11: Mar 27	Ageism & Sexism	Ch 7 & 8; Glick & Fiske (2001)
Week 12: Apr 3	Reducing Prejudice; Review for Final	Ch 9 & 10