Psy 5960 (Spring 2014)
Special Topics: Prejudice & Diversity
M/W 2:30-3:45 pm in Elliott Hall N647

Instructor
Dr. Jill Allen
N317 Elliott Hall, Ph: 612-625-7665
Email: jallen2@umn.edu (*Please put Psy 5960 in subject line*)
Office Hours: Tuesday and Thursday 10:30-11:30 am and by appointment

Teaching Assistant
Ms. Susanne Gabrielsen
Email: gabri153@umn.edu
Office Hours: Mondays and Wednesdays 1:00-2:00 pm (Elliot Hall N331)

Course Description:
This course will introduce and illustrate psychological theories which shed light on stereotypes, prejudices, and discriminatory behavior from both the perceiver’s and the target’s perspective. These include reactions to and experiences of people of various ethnic and racial categories, gender, sexual orientation, age, and appearance. We will focus on the causes of stereotypes and prejudice, ways they are maintained, consequences, and ways they might be reduced. Specifically, by the completion of this class you will be able to synthesize, recognize, and critically apply diversity concepts to your everyday lives. From general theories to actual experimental results, this class will provide insights to view your experiences with diverse others in a more nuanced and critical manner.

**WARNING:** This class contains adult content! I think it is important to recognize that stereotyping and prejudice are sensitive issues. I expect everyone to be willing to share personal perspectives and experiences with the rest of the class. As such, it is essential that you have reached the level of maturity needed to discuss these issues as an adult - with consideration and respect shown to those with whom you may disagree. If you feel that you are not ready for such discussions, you should drop this course and enroll in a class that better suits your needs.

Textbooks/Required Reading:


Student Assessment & Grades:

Information Card = 5 points  
K/S/S Mid-semester Evaluation = 5 points  
Exams (3 @ 60 points) = 180 points  
Weekly Response Papers (8 @ 10 points) = 80 points  
Midterm Article Critique = 25 points  
Final Paper = 50 points (undergraduate)/ 75 points (graduate)  
Final Presentation = 15 points  

TOTAL POINTS IN COURSE = 360 points (undergraduate)/ 385 (graduate)

Grading Scale:
A (100 - 93.50%)  
A- (93.40 - 89.50%)  
B+ (89.40 - 86.70%)  
B (86.60 - 83.30%)  
B- (83.20 - 79.50%)  
C+ (79.40 - 74.50%)  
C (74.40 - 69.50%)  
C- (69.40 – 64.50%)  
D (64.40 – 59.50%)  
F (59.40% and below)

Class Preparation:
By being enrolled in the course, you are making a commitment to attend lecture at the scheduled times and to actively participate in class discussion. Given the nature of the subject matter, all materials are highly interconnected and it is absolutely crucial that you show up for lectures to do well for the course. Additionally, class time will be a combination of lecture, discussion, and small group activities. Active involvement with the material is necessary to become a critical consumer of research. For this reason, you are expected to read the assigned chapters/articles before the scheduled class period, so that you can actively participate in lecture. Active involvement involves asking questions and contributing to class discussions, based on your Weekly Response Papers (see below).

Weekly Response Papers:
You will generate thought papers from readings for most chapters (see syllabus for Weekly Response Paper due dates: 2 double-spaced pages with responses to the end of chapter questions, connections between readings, and/or connection of theory to real-world events). Your response paper should end with 1 thoughtful discussion question about the current topic, which may be used in class to promote discussion. Thought papers (hard copies only!) are to be turned in at the beginning of class, on the due dates specified in the syllabus. Ten weekly response papers will be offered; your score on the best 8 will be taken (i.e., you can drop your lowest 2 scores).

Exams:
Exams will be primarily multiple-choice in nature (3 exams), and will be based on assigned readings (textbook and outside articles from Moodle) and lectures.

Midterm Article Critique:
For the midterm article critique, you will be selecting an empirical research article examining a topic related to prejudice and diversity. In 4 double spaced pages, you will be summarizing and critiquing the theory, methods, and conclusions, as well as making connections to course content. A detailed rubric for the midterm article critique will be provided.
Final Paper & Presentation:
Your final paper will be focused on integrating and reviewing literature on a prejudice reduction strategy, informed by one of the eight cultural conflicts presented in Clash. Detailed rubrics for the final paper and presentation will be provided.

Undergraduate Requirements: The paper requirements include 8-10 double spaced pages (including references), title page excluded, no abstract, must cite at least 4-5 peer-reviewed empirical or review articles, and follow APA format. The presentation requirements include a 5-7 minute summary of your final paper (including Powerpoint) during the Final Exam period.

Graduate Requirements: The paper requirements include 14-16 double spaced pages (excluding references), title page excluded, abstract excluded, must cite at least 8-10 peer-reviewed empirical or review articles, and follow APA format. You must include a proposed empirical test of your prejudice reduction strategy. The presentation requirements include a 5-7 minute summary of your final paper (including Powerpoint) during the Final Exam period.

Class Policies

Respect: A good classroom is built on mutual respect between the instructor and the students. Texting, browsing Facebook, checking e-mail, using cell phones, reading newspapers, sleeping and related behaviors are disrespectful and distracting to me and your peers. If you engage in these behaviors, you will be asked to stop or leave the class. Please avoid engaging in these activities during class.

Moodle: The syllabus and assignments will be made available on the course website Moodle https://ay13.moodle.umn.edu/course/view.php?id=10439. I will post announcements on Moodle, as well as announcing them in class. You will also be asked to upload some of your assignments to Moodle.

Late Work: Weekly response papers are considered “late” if they are not handed in at the beginning of the class period in which they are due. For every class session that a weekly response paper is overdue, your grade on that assignment will decrease by 5 points.

Late article reviews or final papers will decrease by 10% for every portion of a 24-hour period they are late.

Make-Up Policy: Make-up exams and discussion days will only be given for religious observances, scheduled University activities, or extreme medical or family emergencies. Make-up exams will not be given without appropriate documentation and approval prior to the exam (for religious observances and scheduled University activities) from me. In the few instances when make-up exams are given, they may be a different format than the exam given during the scheduled Exam time (e.g., it may be a full essay exam). Make-up exams given after the scheduled Exam time (e.g., due to a last minute extreme medical emergency) must be completed within 1 week of the scheduled Exam time. For example, if you missed an exam on February 24, you must complete the make-up exam...
exam by March 3. You are responsible first obtaining instructor approval for your absence, and then contacting the TA and scheduling the make-up exam.

**Incompletes:** A grade of “incomplete” (“I”) will be entered for any student who- due to extenuating circumstances or personal emergencies explained to and acceptable to Dr. Allen- does not meet all the requirements for this course by the time of the regularly scheduled final examination (Wednesday, May 14, 2014). Such extenuating circumstances may include major emotional traumas (e.g., death or major illness in the family), or personal injury or illness. **Such extenuating circumstance DO NOT include missing examinations or deadlines because of vacations, travel (i.e., end of term airline reservations), out-of-town parties or weddings, forgetfulness, employment, or heavy course loads.** Dr. Allen will require documentation of personal emergencies that interfere with completion of course work. All students are expected to anticipate examination conflicts and conflict deadlines, and should plan for them accordingly. Additionally, assignment of a grade of “I” may not be used to forestall a failing grade; students who do not complete all the course requirements will receive a grade of “I” only if they have earned passing grades on the work they have completed. If students have not done passing work, they will receive a grade of “F” in the course. All outstanding work must be completed by the end of the semester immediately following the semester in which the “I” was assigned. An incomplete that is not completed by that time will convert to a grade of “F.” *(For this course, incompletes must be made up by the last day of classes of Fall Semester 2014).*

**Grades:** There is a detailed grading rubric listed on the second page of this syllabus. I NEVER round grades up at the end of the semester. For example, if you receive an 89.39, you will receive a B+ for the course. If you have concerns about your grade, please speak with Dr. Allen or the TA during the semester (sooner is better). We may be able to offer you suggestions (e.g., advice for exam preparation) that will help you to increase your grade. We can do nothing, however, at the end of the semester once the final grades have been calculated.

**Contact with the Instructor and TAs:** My office hours and contact information and the TA’s information are provided above. Please approach us before or after class, during our office hours, and/or by appointment, so that we may help you to the best of our ability. Additionally, please feel free to contact me or the TAs through email. Be sure to include Psy 5960 in the subject line so that we can respond in a timely fashion. We will try to respond to e-mails within 1 business day. For example, if we receive an e-mail from you on Friday morning at 8:15 a.m., we will try to respond by Monday at 8:15 a.m.

**Plagiarism:** Plagiarism of papers from published sources (e.g., your textbook, journal articles) or unpublished sources (e.g., internet, classmate’s paper) is a violation of academic integrity and will result in a failing grade on the assignment and possibly the course. Failure to acknowledge other people’s work by using quotes or appropriately referencing the author’s work (even from the textbook) constitutes plagiarism. Also, every assignment requires that you write in your own words, not the words of the authors you read or fellow students (from current or previous semesters).
The College of Liberal Arts (CLA) and the University of Minnesota have asked me to include the following notes on several academic regulations as a reminder to students enrolled in CLA classes:

1. The two grading systems used are the A-F and S-N. Departmental majors must take major courses on the A-F system; non-majors may use either system. In all courses, the bottom line for the S grade is the equivalent of the C (+/-) grade; in other words, what is normally considered as D-level work will be assigned a grade of N in the S-N system. All students, no matter which system used, will be expected to do all work assigned in the course, as determined by the professor. Any changes you wish to make in the grading base must be done in the first two weeks of the semester (i.e., by Monday, February 3). See the university Academic Calendar at http://onestop.umn.edu/calendars/#spring2014

2. The professor will specify the conditions, if any, under which an “incomplete” will be assigned instead of a grade. The professors may set dates and conditions for make-up work, if it is to be allowed. (See Dr. Allen if you are unable to complete the course requirements. Also, please see page 4 of this syllabus for conditions under which an “incomplete” will be assigned in Psychology 3201.)

3. Inquiries regarding any change of grade should be directed to the professor of the course; you may wish to contact the Student Ombuds Service for assistance. (Inquiries concerning Midterm Examination scores must be made before the final examination. Students are not to use appeals for a change of grade on the midterms solely as a means of increasing their total points in the course.)

4. Students are responsible for all information disseminated in class and all course requirements, including deadlines and examinations. The professor will specify whether class attendance is required or counted in the grade for a class. (Lecture attendance is highly recommended, but is not required or counted toward the course grade. Please mark your calendars now for the following exam dates and times:

   Exam 1   Monday, February 24 @ 2:30-3:45 pm
   Exam 2   Monday, March 31 @ 2:30-3:45 pm
   Exam 3   Monday, May 5 @ 2:30-3:45 pm

5. The College of Liberal Arts does not permit a student to submit extra work in an attempt to raise his or her grade, unless the professor has specified at the outset of the class such opportunities afforded to all students.

6. The College of Liberal Arts has defined academic misconduct broadly as “any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes (but is not necessarily limited to) cheating on assignments and examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the consent of all professors concerned; depriving another student of necessary course materials; or interfering with another student’s work.” Professors may define additional standards beyond these. (Students
found to cheat on in-class examinations will earn no credit on those exams, and in all
likelihood, will fail the course; this misconduct will be reported to the CLA Scholastic
Conduct Committee. Additionally, students whose disruptive actions interfere with others’
ability to learn will be asked to leave the classroom and will not return until a meeting is held
with the professor and their academic advisor.)

7. Students with disabilities that affect their ability to participate fully in class or to meet all
course requirements are encouraged to bring this to the attention of the professors so that
appropriate accommodations can be made. (Please see Dr. Allen after class during the first
week.)

8. As a student you may experience a range of issues that can cause barriers to learning, such as
strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty
concentrating and/or lack of motivation. These mental health concerns or stressful events
may lead to diminished academic performance or reduce a student’s ability to participate in
daily activities. University of Minnesota services are available to assist you with addressing
these and other concerns you may be experiencing. You can learn more about the broad range
of confidential mental health services available on campus via the Student Mental Health
Website at http://www.mentalhealth.umn.edu

9. University of Minnesota policy strictly prohibits sexual harassment (unwelcome sexual
advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature)
by or toward a member of the University community, and requires appropriate reporting and
investigation of such reports. The definition of sexual harassment and the university’s policy
can be seen in its entirety at:
http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html
# Psy 5960 - Psychology of Prejudice & Diversity

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/ Due Dates</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Wednesday, Jan. 22</td>
<td>Welcome to the Course</td>
<td>Syllabus</td>
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<td>Week 2</td>
<td>Monday, Jan. 27</td>
<td>Defining SPD</td>
<td>Ch. 1 - WRP #1 due Info. Card Due</td>
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<td>Wednesday, Jan. 29</td>
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<td>Week 3</td>
<td>Monday, Feb. 3</td>
<td>Measuring SPD</td>
<td>Ch. 2 - WRP #2 due</td>
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<td>Wednesday, Feb. 5</td>
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<td>Week 4</td>
<td>Monday, Feb. 10</td>
<td>Social Categories &amp; Stereotypes</td>
<td>Ch. 3 &amp; Allport Reading- WRP #3 due</td>
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<td>Wednesday, Feb. 12</td>
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<td>Week 5</td>
<td>Monday, Feb. 17</td>
<td>Stereotype Activation &amp; Forms of Prejudice</td>
<td>Ch. 4, 6, &amp; Payne Reading- WRP #4 due</td>
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<td>Wednesday, Feb. 19</td>
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<td>Week 6</td>
<td>Monday, Feb. 24</td>
<td>Exam 1 in class</td>
<td>Ch. 7, 9, &amp; Solomon et al. Reading- WRP #5 due</td>
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<td>Wednesday, Feb. 26</td>
<td>Individual and Situational SPD</td>
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<td>Week 7</td>
<td>Monday, Mar. 3</td>
<td>Clash Book Discussion</td>
<td>Clash Intro. &amp; Ch. 1-5</td>
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<td>Wednesday, Mar. 5</td>
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<td>Week 8</td>
<td>Monday, Mar. 10</td>
<td>Clash Book Discussion</td>
<td>Clash Ch. 6-10</td>
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<td>Wednesday, Mar. 12</td>
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<td>Midterm Article Critique Due in Class; K/S/S Eval. in Class</td>
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<td>Week 9</td>
<td>Mar. 17-19</td>
<td>SPRING BREAK; NO CLASS</td>
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<td>Week 10</td>
<td>Monday, Mar. 24</td>
<td>From Prejudice to Discrimination &amp; Target’s Experience</td>
<td>Ch. 10, 11, and Marx et al. Reading- WRP #6 due</td>
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<td>Wednesday, Mar. 26</td>
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<td>Week 11</td>
<td>Monday, Mar. 31</td>
<td>Exam 2 in class</td>
<td>Ch. 12; Eagly &amp; Diekman; Steinem; Herek Readings WRP #7 due</td>
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<td>Wednesday, Apr. 2</td>
<td>Gender &amp; Sexual Orientation SPD</td>
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<td>Week 12</td>
<td>Monday, Apr. 7</td>
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<td>Wednesday, Apr. 9</td>
<td>Killing Us Softly 4</td>
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<td>Week 13</td>
<td>Monday, Apr. 14</td>
<td>Age, Ability, &amp; Appearance SPD</td>
<td>Ch. 13- WRP #8 due</td>
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<td>Wednesday, Apr. 16</td>
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<td>Week 14</td>
<td>Monday, Apr. 21</td>
<td>Reducing SPD</td>
<td>Ch. 14; Walton Reading WRP #9 due</td>
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<td>Wednesday, Apr. 23</td>
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<td>Week 15</td>
<td>Monday, Apr. 28</td>
<td>Target &amp; Perceiver Interventions: Self-Affirmation &amp; Empathy</td>
<td>Shnabel et al.; Batson &amp; Ahmad Readings WRP #10 due</td>
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<td>Wednesday, Apr. 30</td>
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<td>Week 16</td>
<td>Monday, May 5</td>
<td>Exam 3 in class</td>
<td>Final Papers Due @ 11:59pm on Moodle</td>
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<td>Wednesday, May 7</td>
<td>In-Class Workshop (final project)</td>
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<td>FINALS</td>
<td>WEEK: 10:30 a.m. - 12:30 p.m.</td>
<td>Final Presentations</td>
<td>Clash + SPD Reduction Strategies</td>
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<td>Wednesday, May 14</td>
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The schedule is subject to change. Changes will be announced by Dr. Allen in class and on the course Moodle website.