

**PSYS 353: Psychology of Prejudice and Stereotyping CRN 12611
Winter 2023**

(All information contained in this document and included in Blackboard is subject to changes.)

Instructor: Dr. Aaron Wichman

Office: Kelly Thompson Hall, 1026

Office Hours: By appointment; also available for Zoom and telephone conferences

Email: aaron.wichman@wku.edu

Time Zone: *Central*

Course runs from 12/12/2022 to 01/14/2023

Textbook (Required)

Kite, M. E & Whitley Jr, B. E., (2016). *Psychology of prejudice and discrimination*. Routledge. 3rd edition

You may also be able to get an electronic copy of the book through the publisher's website. The key is that you should get the 3rd edition.

Additional Materials

I will place materials related to each chapter in folders in Blackboard. It is your responsibility to access these materials. They are designed to facilitate your learning and prepare you for quizzes and exams.

COURSE INFORMATION

In our course, we will work with a wide variety of ideas, and will develop our ability to reason from causes to consequences, in the areas of stereotyping, prejudice and discrimination.

We will analyze how systems evolve: Our course analyzes how prejudice, with its inter-related affects (emotions and moods), and stereotyping, with its mutually-reinforcing beliefs, arise from processes with known evolutionary and developmental trajectories. It covers how prejudice and stereotypes feed-forward in social interaction to affect inter-individual and inter-group dynamics.

We will compare the study of individual components to the analysis of entire systems: Both basic processes and their expression in the broader dynamics of everyday life are evaluated. Intra-individual systemic effects of negative emotions, infra- or dehumanizing thoughts, and avoidant or even hostile behaviors receive treatment. These basic processes then are examined through the lens of different theories of inter-group relations and their requirements for social conflict and harmony.

We will evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself: As the many automatic expressions of prejudice, stereotyping, and discrimination are aggregated into social attitudes and beliefs, these attitudes and beliefs feed forward into systemic social issues such as deservingness for social assistance, dehumanization of stigmatized groups (at home and abroad), and beliefs about equity in the social system. We will discuss, for instance, how individual beliefs that success comes mainly from hard work both give low SES groups hope, but also cause these same groups not to work for systemic political change, and how these beliefs allow those who are successful to not to be massively disturbed by income inequality.

As part of our work toward the above learning objectives, we will do the following:

Compare and contrast how basic cognitive processes interact with context to cause prejudice and stereotyping.

Evaluate how motivations to protect and enhance the self can magnify prejudice and stereotyping.

Apply knowledge to react to social situations with stigmatized groups based on scientific understanding, not based on automatic negative emotional responses.

Analyze and justify the sometimes unpleasant finding that stereotypes are highly prevalent.

Deduce the consequences of stereotypes for infra- and dehumanization.

Be able to judge the social conditions necessary for prejudice and distinguish between settings that are more or less amendable to intergroup cooperation.

Know conditions where intergroup contact leads to improved intergroup relations.

Distinguish between conditions when salient group membership will impede or facilitate performance on difficult tasks.

Throughout our class, we will analyze and critique the evidentiary basis for the theoretical perspectives we use. Both the phenomena explained by these perspectives and the empirical support for these perspectives will be central to our understanding of the inter-connected nature of emotions, beliefs, and the social positions of groups.

Note of caution: Many students assume that an Internet course will be easier than a face-to-face class. **This is not the case with my class!** In order to do well in this class, you **MUST** be a self-regulated person who is able to organize and manage your time well. I recommend that you devote time and attention to the course *at least* 5 days a week. How much time you spend each day is up to you, but allotting time each day will help you to stay on track and not fall behind.

COURSE POLICIES

Academic Honesty

You must follow all policies and regulations regarding academic offenses (dishonesty, plagiarism, etc.) as stated in the WKU student handbook. Cheating and/or plagiarism will result in an automatic “F” for the entire course. *All assignments must be your own work.* The use of sources (ideas, quotations, paraphrases) must be properly documented. Student work may be checked using plagiarism detection software. Please contact me if you have any questions about citing sources appropriately.

Accommodations for Students with Disabilities

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is (270)745-5004. Please **DO NOT** request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Assignments and Due Dates

Due dates/times indicate the last point at which I will accept an assignment. **Assignments may always be submitted early (EARLY IS GOOD!). Late assignments will NOT be accepted.** Assignments should be posted to Blackboard in the designated areas.

Preparation of Written Assignments

Files must be MS Word documents (.doc or .docx extension), OR Rich Text Format (.rtf extension) OR Portable Document Format (.pdf extension), OR Open Doc (.odt) OR even text file (.txt). Other file types **WILL NOT** be accepted, as I will be unable to open them (i.e..wps, .pages, etc) depending on what computer I am working from. I am unable to give points for papers I cannot open. Please get me your paper in one of the formats I need.

INTERNET POLICIES

This course is offered **entirely online** (Internet-based courses). It requires that you have reliable and regular access to the Internet. Most of the following points are common sense, but many of us haven't thought about them before, so let's make them explicit.

Privacy Matters

You are relatively protected by your course password but no one can guarantee privacy on-line. **Privacy for every student depends on the actions of each individual student---sharing your password with a friend is violating the privacy of your classmates. Please don't do it.**

Disclosure

The course software I use enables me to know who has logged in to Blackboard, where in the course site they have visited, and how long they have stayed. The technology support people have access to information posted at the site.

Students sometimes want to discuss their grade via e-mail. E-mail is *neither* secure *nor* private. The course software does provide a way for you to check your grade on-line. I am cautious in discussing it in detail via email. I can say some things. When I feel it is too much, I'll ask you for your number to call you. So ask what you need to ask. Just don't be surprised by a phone call. Likewise, if I haven't responded back through email within a day or so, please give me a call to follow up.

You are expected to represent your course identity in a truthful manner. Falsifying your identity is grounds for serious disciplinary action.

Make sure you have a back-up plan in place for Internet access if your main computer has troubles. Libraries usually offer a terminal for public use. WKU tends to do maintenance tasks on the weekends so we may experience periodic outages. Please check the WKU information technology website regularly to see if an outage is planned, and arrange your schedule so that the outage does not keep you from succeeding in our course. Consider also that wireless internet may be less reliable than hard-wire connection to a router/modem. If you have trouble connecting, you may want to use a physical, wire, connection for taking tests.

If you encounter computer-related/Internet problems, call the WKU Information Technology (IT) Help Desk (745-7000) for assistance.

Intellectual Property

Post only material that is yours by right of creation unless you give proper credit and indications. Don't copy text from the web. You'll fail the class.

ADDITIONAL INFORMATION

Getting to Know Me

I am confident that we can find ways to effectively get to know one another, in spite of the online nature of this course. Please do not hesitate to call me or make arrangements to meet with me by zoom if you would like. You are encouraged to contact me if you are having difficulty in the course. If you are struggling, worried, or confused, please do not wait until it is too late to do something about it. Also, you can contact me just to talk about your progress in the course; there does not have to be problem or concern in order for us to meet.

How to Address Me

My name is Aaron. You also can call me "Dr. Wichman".

Contacting the Instructor

First, we need to make sure that we are on the same page regarding time. Any times mentioned throughout the term are for the ***Central Time Zone***.

You are encouraged to contact me by email (aaron.wichman@wku.edu). If you would like to talk on the phone or meet by Zoom, we can arrange this by email.

You need to be able to use E-mail. Western (WKU) and Blackboard will assume you are using WKU email (topper.wku.edu). I suggest that you immediately begin checking your WKU email account on a daily basis. Forwarding WKU mail to another email account is possible, but uncertain. **You remain responsible for any missed email.** E-mail is one good way to contact me if you need to engage in personal communication with me. For the most

certain response when e-mailing me, in the subject line type "Psys 353" and then a brief description of the topic, e.g., "Psys 353: Paper Assignment." You are my top priority—IF I see your message. I can get over 80+ messages in a day but **I scan for the Psys 353 subject line, so don't forget it!** I generally respond quickly to e-mail. It is probably the fastest means of reaching me.

We're in this Together

Here's what I will do:

- I will check my e-mail at least once a day on weekdays and usually one of the weekend days. I will let you know if something comes up and I am less available than usual (e.g., meetings that take all day, traveling out of town for a conference).
- I will typically communicate with you through posted Announcements. I will answer your questions via phone, email, and videoconference, if needed. I will answer your questions, so please don't hesitate to ask.
- I will prepare supplemental materials to illustrate the principles found in your text and post these for students to access.
- I will grade materials promptly. I will let you know if it will take me longer than the specified time period. For example, our written papers take me longer to grade.

Here's what you need to do:

- Learning comes from you working enough with the information to acquire understanding, not mere knowing. It takes work. Be prepared for this. I'm pleased to answer questions and facilitate your learning.
- Make sure to have the textbook chapter read before attempting to complete assignments or quizzes and exams. Each textbook chapter is PACKED full of information and every bit of the chapter is "fair game" on the quizzes/exams.
- You'll need to have a system for keeping track of activities, when assignments are due, paper due dates, etc. Use the course schedule information provided toward the end of this syllabus to help you set this up.
- Please tell me when you are confused. Because our course is an online course, I unfortunately won't know if you don't tell me.

COURSE COMPONENTS

Exams

There are **3 exams @ 500 points** each. The first exam covers chapters 1-5. The second exam covers chapters 6-9, and the last exam covers chapters 10-13. The exams are composed of *multiple choice*. You have **60 minutes** to complete each exam, which includes approximately 50 questions. If you go over the time limit, I will subtract 2 points from your total test score for each minute you exceed the 60 min time limit. During the exam, do not consult your class materials.

Since each exam is TIMED, it is imperative that you stay on top of the heavy load of reading and review any posted exam materials, well BEFORE taking the exam. As a general rule of thumb, try to spend less than 1 minute on each question.

Once you begin the exam, you must finish it in the allotted **60 min** time. You cannot save the exam and go back to finish it later. If you submit the exam without finishing it, you will receive points only for those exam questions that you have answered.

Exams are NOT OPEN BOOK or NOTES. You are expected to do your own work and to take the exam without external guides.

NO MAKEUP EXAMS WILL BE GIVEN. If there is an extreme emergency and you must miss an exam, I will take the average of your other exams, minus 20 points (You must take all other exams during the regularly scheduled times). Keep in mind that this is in the event of an **extreme emergency**, and providing a make-up exam is not fair to those who are ready on time and ready to take the test under common conditions (e.g., the same time). If you keep up all along, you'll be much better able to overcome a crisis.

Daily Quizzes

There are 13 quizzes in our course. Please complete these quizzes so that you have completed them by the time you take the exam over the quiz content. Unlike our exams, the quizzes are open note and open book, and are designed to allow you get practice with the course material before our weekly exams.

You have 3 chances to take each quiz, and your highest score on the three attempts will count toward your grade. If you don't like your score the first time you take the quiz, you can take the quiz again, but the questions may be different. If you apply yourself, I hope you can get 100% on the quizzes. Some of the quiz questions may appear on our weekly exams, although they may not.

Regardless how many times you have taken each quiz, it will close at 11:59 the date of the exam that those quizzes' chapters will tested. For example, quizzes over chapters 1-5 will remain available until 12/22, at 11:59pm, and quizzes over chapters 6-9 will remain available until 2 January at 11:59 pm.

Please remember that the quizzes are different than the exams. You only get one chance to take the exams, and that's the grade that counts.

Writing Assignment

Written assignments will be checked for plagiarism using the original source and plagiarism detection software. Always paraphrase-- Rephrase any ideas into your own words. You can do it.

FINAL PAPER ASSIGNMENT:

Due the last day of class, by 11:59 pm. (01/14/2023)

Final Paper Instructions: approximately 30% of final grade

Due by 11:59 pm the last day of class, submitted to safe assign via Blackboard.

Use the following structure for your paper, and address the sections of the paper in the order they are described here. This structure exists to make your job easier, and to facilitate my evaluation of your thinking. Using the structure given here will maximize your efficiency in completing this challenging project. Please feel free to use text in your paper based closely on the text I present below *in italics*. This is for once a case where plagiarism is not something you need to worry about. Of course, anything not in these instructions should be in your own words... You do not need a references or works-cited page. Instead, cite your sources by using the format "(text, p. XXX)," or "(notes, date)"

In 4,000 words or less, identify an example of prejudice or stereotyping, and present arguments as to why this is significant or not.

My description of the example of prejudice or stereotyping I will discuss is as follows.

Compare and contrast 3 possible causes for this example, explaining whether a single cause alone, or all of them together, likely resulted in your observed example. Explain what the causes are. You will need to make every word count, as 4,000 words is not a lot of space to address all of the points you will raise.

My likely causes are as follows:

Cause 1.), which involves/is defined by/which is...etc.(this is where your initial description of each cause should go)

Cause 2.) .), which involves/is defined by/which is...etc.

Cause 3.) .), which involves/is defined by/which is...etc.

Please also address each of the following points.

Analysis of Individual Components:

In discussing the multiple causes, please carefully explain how each cause could bring about the example you have observed, clearly specifying the degree to which these causes are predominantly affective, cognitive, or a mix of both.

Also consider any impact that motivational concerns to protect and enhance the self may have resulted in the example you identify.

Cause 1 could be the reason that this event occurred because... This cause appears to be affective/more cognitive/a mix of both in nature, because..... I do/do not think this is motivated because the book/notes/lecture explains that Cause 1 is....

Cause 2 could be the reason that this event occurred because... This cause appears to be affective/more cognitive/a mix of both in nature, because..... I do/do not think this is motivated because the book/notes/lecture explains that Cause 2 is....

Cause 3 could be the reason that this event occurred because... This cause appears to be affective/more cognitive/a mix of both in nature, because..... I do/do not think this is motivated because the book/notes/lecture explains that Cause 3 is....

This section is about identifying the relative power of the different causal factors and explaining how they work as you characterize them according to characteristics such as affective/cognitive factors and motivated vs. non-motivated cognition.

Systems Evolution:

For each of these causes, discuss how they likely developed, or how they evolved. For example, developmental factors to consider might be segregation leading to outgroup categorization, learning from peers, or intra (within)-individual processes such as illusory correlation. For each factor influencing these causes, please indicate its relative importance. When you can, try to identify 2 likely sources of development for each cause: e.g. modern racism could occur due to classical conditioning of negativity to African Americans when combined with system justifying beliefs (e.g. “hard work brings success; African Americans don’t have success, so they must not be trying”) absorbed through culture. It also could occur due to changing social norms that prohibit public expression of racism, while not actually reducing people’s privately-held prejudice levels.

How did Cause 1 develop? That is, speculate on how it might be: an outgrowth of evolutionary processes? Is it a consequence of a particular social setting? Is Cause 1 caused by personality/peers?, etc. What is likely the most important reason for Cause 1 to exist?

How did Cause 2 develop? Speculate on how it might be: an outgrowth of evolutionary processes? Is it a consequence of a particular social setting? Is Cause 2 caused by personality/peers?, etc. What is likely the most important reason for Cause 2 to exist?

How did Cause 3 develop? That is, speculate on how it might be: an outgrowth of evolutionary processes? Is it a consequence of a particular social setting? Is Cause 3 caused by personality/peers?, etc. What is likely the most important reason for Cause 3 to exist?

Analysis of entire systems:

Once you have done this, analyze your causes to judge which one is likely to have the broadest, most systemic effects across people and contexts. For instance, you might argue that cause X is most likely to have these socially systemic effects because it relates to social beliefs about inequality in the larger social context, or you might argue that cause Y is most likely to have these effects, because it contributes to beliefs that members of the stigmatized group you discuss will pull down property values where they live. Explain why you think this cause is likely to have these systemic effects.

Cause 1 is likely to have a small/medium/large systematic effect because...

Cause 2 is likely to have a small/medium/large systematic effect because...

Cause 3 is likely to have a small/medium/large systematic effect because...

How does system-level thinking inform decision making or policy?

Assume that important decision makers had your level of knowledge about these issues. What are the likely public policy implications of the cause(s) you identify as having the most systemic effects? For instance, is an awareness of aversive racism likely to cause policymakers to mandate blind screening procedures for job candidates? Is understanding the power of heterosexism a reason to ban discrimination on the basis of sexual orientation?

If powerful decision makers knew what I do about the causes of prejudice and stereotyping, and they understood how (my most systemically important cause(s)) affected them, they would (explain what logical step an all-powerful decision maker could take to reduce prejudice and stereotyping focusing on the cause that you have identified as important.

If you include sections in your paper as indicated by the italicized portions of this document, and address all the points called for, you are well on your way to doing very well with the project.

This assignment is due via blackboard’s safe assign feature by the last day of class at 11:59pm.

I am happy to review drafts of your papers and give you feedback on them before you turn them in. Just make sure to get me your draft a few days before it is due.

Course Schedule: When are the exams due?

Our first exam, covering chapters 1-5, will be available starting on December 19, at 6am. It will remain available until December 22, at 11:59 pm. You can complete it any time during this period. We do not have course work on the 24th or 25th of December.

Quizzes for chapters 1-5 will no longer be available after December 22 at 11:59 pm.

Our second exam, covering chapters 6-9, will be available starting Dec 30, 2022 at 6am and will remain available until Jan 2, 2023 at 11:59 pm.

Quizzes for chapters 6-9 will stay available until December 30 at 11:59 pm.

Our third exam, covering chapters 10-13, will be available starting Jan 8, 2023 at 6am and remain available until Jan 10, at 11:59 pm.

Quizzes for chapters 10-13 will stay available until Jan 8 at 11:59 pm.

Please begin work on your final paper before January 11 to make sure you are on track for success. Jan 11-Jan 14 is allocated to finish our final paper, which is due by Jan 14 at 11:59 pm.

These instructions are subject to change during our course. Any change will be noted by an announcement on our course website.

COURSE EVALUATION

Weekly Exams	(3 exams @ 500 points each)	1500
Daily Quizzes	(13 quizzes @ 100 points each)	1300
(you have 3 attempts to complete each quiz, and each quiz is open book. These quizzes are designed to help you practice your understanding and prepare for the weekly exams.)		
Final Paper Assignment		1550

Total Points Possible **4350**

(The point distribution above is subject to changes)

Note of Caution: Please consider the online Gradebook a courtesy, subject to errors. If you see something that doesn't make sense, please alert me ASAP so that I can make any necessary corrections.

Be sure to keep copies of all assignments, papers, etc. until the session has ended and final grades have been posted.

Please check Blackboard regularly for any changes to this document.
Last updated: 12/19/2022