

**Advanced Seminar in Social Psychology**  
**PSY 431/596 Soc 431 Fall 2007**

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<b>Class Schedule:</b>	<u>Day</u>	<u>Time</u>	<u>Building</u>	<u>Room</u>
	Tuesday	2:00 to 4:30	Holt Hall	304

**Overview**

This course is an overview of the antecedents and consequences of stereotypes, prejudice and discrimination, primarily in the U.S., related to a variety of groups.

**Course Format**

This course focuses on the interdependence of theory, analysis, and practice in the study of stereotyping, prejudice and discrimination. It is intended to be a seminar, with each member of the class making a significant weekly contribution to the discussion. We will wade through the material together and attempt to enlighten one another through thoughtful, well-supported dialogue. Opinions are encouraged as long as you are willing to provide a logical argument integrating the existing literature. Individual case studies, while often interesting, frequently do not generalize. Many topics in this course can incite controversy, conflict and anger. It is contingent upon everyone in the class to approach these topics as maturely and objectively as possible and express themselves in a civil manner.

While the basic format of the course will not change during the semester, this course is a work in progress. As such, I may incorporate additional class activities and readings to supplement or replace those on the syllabus.

**Course Materials**

The following are required for class:

*The Psychology of Prejudice* by Todd D. Nelson, 2<sup>nd</sup> Edition (2006). Boston: Allyn & Bacon

Other required readings and assignments will be distributed in class, or will be available on the Blackboard website at <http://bb2.utc.edu/webapps/login>.

**Course Requirements and Grading Scale**

<b>Requirements</b>	<b>Percent</b>
Exam 1	20%
Exam 2	30%
Exam 3/ Graduate Paper	35%
Homework & Participation	15%
Total	100%

You can also earn up to 3 additional points for participation in research studies (depending on availability of research projects).

Grade	Points
A	90-100
B	80-89
C	70-79
D	60-69
F	59 or less

Please note that grades will be rounded to the *nearest* whole percentage. An 89.4 is a B despite its proximity to an A, a 79.4 is a C, etc. There will be plenty of opportunities to improve your grade throughout the semester.

1. **Exams.** There will be three, semi-cumulative exams. The primary content for each test will be the chapters and associated material reviewed between each test. However, there are certain concepts that I believe should be retained throughout the semester that may appear in both tests. Each exam will consist of multiple choice, matching and short answer questions. They will cover topics in all required readings, as well as material presented and discussed in class. Make-up exams will be allowed only when arrangements have been made *prior* to the regularly scheduled exam date. If you have any special needs with regards to taking the exam, please see me *immediately*.
2. **Discussion/Homework.** This is a seminar course. Each week you will read all required readings and prepare two discussion questions that indicate a thorough knowledge of the relevant topics. Also bring to class observations on incidences of stereotyping, prejudice or discrimination you may have witnessed personally or heard about in the media during the week. You will be expected to make valuable contributions to the discussion on a regular basis.
3. **Graduate Course Credit.** Students taking this course for graduate credit will be required to prepare a 18 to 20 page (text, not including title page, abstract, references, tables, and attachments) literature review of a research area related to stereotyping, prejudice and discrimination. Please see me to approve your chosen topic no later than **September 13th**. The papers should exhibit a greater degree of complexity, analysis, synthesis and evaluation than would be expected of an undergraduate student. This literature review, then, will focus primarily on empirical and theoretical articles published in peer reviewed academic journals, such as, but not limited to, the following:

Academy of Management Journal  
 Academy of Management Review  
 Administrative Science Quarterly  
 American Psychologist  
 Annual Review of Psychology  
 Group Dynamics  
 Human Performance  
 Human Relations  
 Journal of Applied Psychology  
 Journal of Applied Social Psychology  
 Journal of Personality and Social Psychology  
 Journal of Management  
 Journal of Organizational Behavior  
 Leadership Quarterly  
 Organizational Behavior & Human Development Processes  
 Personnel Psychology  
 Personality and Social Psychology Bulletin  
 Psychological Bulletin  
 Research in Organizational Behavior

The review should include no fewer than 5 articles and be prepared in APA format. Please look at Bolino (1999), Citizenship and impression management: Good soldiers or good actors?, in *Academy of Management Review*, Volume 24, pp. 82-98, for an example of the *structure* of a review article. Contact me early in the semester if you have questions about the format. This assignment will be **due November 29<sup>th</sup>** at the beginning of class. This paper will be *in lieu of the final examination* and account for 35% of your final grade.

**Attendance**

Attendance is **required**. If you must miss class, please contact me prior to class by phone or e-mail. Missing my class to study for another course is *not* an acceptable excuse. You are responsible for all material covered in classes that you do not attend. Three *unexcused* absences will result in a full grade reduction in your final grade.

**Accommodations for Students with Disabilities**

If you have a disability that you believe may require assistance or accommodations, or you have questions related to any accommodations for testing, note takers, readers, etc., please contact the Office for Students with Disabilities/College Access Program (425-4006), or stop by their office at 110 Frist Hall.

**Code of Academic Integrity**

**All students are expected to adhere to the letter and spirit of the University of Tennessee at Chattanooga Code of Academic Integrity. Any violation of the honors code for any assignments or examinations may result in receiving zero points for the assignment, or a failing grade for the class. Cheating of any kind will not be tolerated. This includes plagiarism, that is, the use of the ideas or words of another without providing appropriate credit. At this point in your academic career, you should know what plagiarism is; if you don't know – ASK! Ignorance of what constitutes cheating is *not* an acceptable excuse.**

**Statement on Personal Responsibility**

It is *my* responsibility to provide you with an *environment* within which you can learn. However, it is *your* personal responsibility to learn in this course. To do so, it is your responsibility to come to class prepared to contribute to the educational process.

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**Psych 431**  
**Schedule and Assignments**

**WEEK 1 – August 21**

Introductions and Overview of Course

**In Class:** PC Primer (<http://www.enterstageright.com/archive/articles/0298pctalk.htm>)

APA Guidelines to Reduce Bias in Language, pp. 61-76.

**Homework:** Complete the *Baseline Survey* before next class (<http://www.understandingprejudice.org/baseline/>). The link is also available under “Week 1” of the “Readings” tab in Blackboard. Click the “*Take Survey Now*” button then fill out the registration form. In the “*Class Id*” box, type in *psych431f07*, then create a password of your choosing in the following boxes.

**WEEK 2 – August 28**

Chapter 1 – Introduction to the Study of Stereotyping and Prejudice

**Reading:**

- Allport, G. W. (1958). *The Nature of Prejudice*. Palo Alto, CA: Addison Wesley. pp. 3-16.

**Homework:** Take **at least one** of the following Implicit Association Tests (IAT) online **before the next class** — Gender IAT, Race IAT, Sexuality IAT, Arab-Muslim IAT, or Weight IAT (<https://implicit.harvard.edu/implicit/>) and be prepared to discuss the results in class.

**WEEK 3 – September 4**

Chapter 2 – Origin and Maintenance of Stereotypes and Prejudice

**Reading:**

- Kunda, Z., & Sinclair, L. (1999). Motivated reasoning with stereotypes: Activation, application, and inhibition. *Psychological Inquiry*, 10, 12-22.

**WEEK 4 – September 11**

Chapter 3 – Feeling versus Thinking in the Activation of Stereotypes

**Reading:**

- Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology*, 56, 5-18.

**WEEK 5 – September 18**

**EXAM 1**

**WEEK 6 – September 25**

## Chapter 4 – The Prejudiced Personality

**Readings:**

- Schaller, M., Boyd, C., Yohannes, J., & O'Brien (1995). The prejudiced personality revisited: Personal need for structure and formation of erroneous group stereotypes. *Journal of Personality and Social Psychology*, 68, 544-555.
- **Optional:** Billig, M. (2002). Henri Tajfel's 'Cognitive aspects of prejudice' and the psychology of bigotry. *British Journal of Social Psychology*, 41, 171-188.

**WEEK 7 – October 2**

## Chapter 5 – Old Fashioned versus Modern Racism

**Readings:**

- Dovidio, J. (1993). The subtlety of racism. *Training & Development*, 47, 50-57.
- Dovidio, J.F., & Gaertner, S.L. (2000). Aversive racism and selection decisions. *Psychological Science*, 11, 315-319.

**WEEK 8 – October 9**

## Chapter 6 – Experiencing Prejudice

**Readings:**

- Crandall, C.S. (1994). Prejudice against fat people: Ideology and self-interest. *Journal of Personality and Social Psychology*, 66, 882-894.
- Green, D. P., Glaser, J., & Rich, A. (1998). From lynching to gay bashing: The elusive connection between economic conditions and hate crime. *Journal of Personality and Social Psychology*, 75, 82-92.

**WEEK 9 – October 16**

## Chapter 7 – Ageism

**Reading:**

- <http://ist-socrates.berkeley.edu/%7Eaging/ModuleAgeism.html>

**WEEK 10 – October 23****Fall Break – NO CLASS!****WEEK 11 – October 30****EXAM 2**

**Homework:** Take the ambivalent Sexism Survey *before class* at <http://www.understandingprejudice.org/asi>

**WEEK 12 – November 6**

## Chapter 8 – Sexism

**Reading:**

- Bowes-Sperry, L., & O'Leary-Kelly, A. M. (2005). To act or not to act: The dilemma faced by sexual harassment observers. *Academy of Management Review*, 30, 288-306.
- **Optional:** Glick, P., & Fiske, S.T. (1996). The Ambivalent Sexism Inventory: Differentiating hostile and benevolent sexism. *Journal of Personality and Social Psychology*, 70, 491-512.

**WEEK 13 – November 13**

## Chapter 9 – Reducing Prejudice

**Readings:**

- Rokeach, M. (1971). Long-range experimental modification of values, attitudes, and behavior. *American Psychologist*, 26, 453-459.
- Heilman, M. E., Block, C. J., & Stathatos, P. (1997). The affirmative action stigma of incompetence: Effects of performance information ambiguity. *Academy of Management Journal*, 40, 603-625.

**WEEK 14 – November 20**

## Chapter 10 – Trends and Unanswered Questions in Prejudice Research

## Wrap-up and Review

**WEEK 15 – November 27****EXAM 3**

**GRAD STUDENT LITERATURE REVIEW DUE AT BEGINNING OF CLASS!**