

PSYC 490: Psychology of Prejudice
Fall Semester 2016

Professor

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Hours: To be announced

Course

Credits: 3
Section: 2
Meetings: TR 12:35-1:50pm
Location: SCI D223 or SCI B228W
Prereqs: 110, 200, 300, 320, & 27 crs
GED/GEP: WE, CM, and Capstone

Textbooks

Jones, J. M., Dovidio, J. F., & Vietze, D. L. (2014). *The psychology of diversity: Beyond prejudice and racism*. New York: Wiley Blackwell.

New York Times, Correspondents. (2001). *How race is lived in America: Pulling together, pulling apart*. New York: Henry Holt.

Description

This course provides an overview of theory and research on intergroup relations in psychology. The term “intergroup relations” generally refers to what happens between groups, particularly how people in one social group think, feel, and behave toward members of a different social group. It includes topics such as prejudice, stereotypes, discrimination, stigma, and diversity. However, the study of intergroup relations is not limited to what happens between groups. It also examines happens within groups (such as when we punish other members for violating norms) and within ourselves (such as when we suffer from discriminatory treatment). The key focus is on how people’s thoughts, feelings, and behaviors are shaped by, as well as shape, relations between social groups. This knowledge enables us to develop evidence-based solutions for intergroup reconciliation—more just and peaceful group relationships in the larger world.

An important emphasis in this senior-level course is for you to practice stepping into the role of a researcher in intergroup relations. Thus, course activities and assignments will be structured to closely mirror what researchers actually do in their profession (rather than what students do in large, introductory courses). This means that classes will involve discussion (since researchers spend a lot of time discussing ideas with each other), essay-based exams (since researchers spend considerable time working through ideas in writing), and a research proposal (since the point of talking and writing about ideas is to construct studies that answer important questions). These experiences will challenge you to move beyond the passive role of a student consuming knowledge (with its focus on answers), and towards the active role of a researcher constructing knowledge (with its focus on questions). The skills that you develop and practice in this course will serve you well, whatever your career aspirations.

Questions and Themes

The course will be guided by three important questions about intergroup relations:

1. How does intergroup conflict emerge and persist in the world?
2. How does intergroup conflict shape people's life experiences?
3. How can citizens actually promote intergroup reconciliation?

The course will also be guided by three important themes in theory and research:

1. Collective identities shape the use of conflict as a catalyst for social change.
2. Personal identities are commonly a consequence of intergroup conflicts.
3. Changes in collective identities are needed for intergroup reconciliation.

Calendar

<i>Section</i>	<i>Topic</i>	<i>Sessions</i>	<i>Readings</i>
Introduction	History	T 9/13, R 9/15	Jones 3, Janik D2L
	Research	T 9/20, R 9/22	Jones 1-2, NYT 8
Dominant Groups: Individual Processes	Cognition	T 9/27, R 9/29	Jones 5, NYT 1
	Motivation	T 10/4, R 10/6	Jones 4, NYT 5
	Biology	T 10/18, R 10/20	Jones 7, NYT 15
Dominant Groups: Collective Processes	Identity	T 10/25, R 10/27	Jones 6, NYT 3
	Power	T 11/1, R 11/3	Jones 11, NYT 6
	Legitimacy	T 11/8, R 11/10	Jones 10, NYT 7
Subordinate Groups: Consequences	Institutions	T 11/15, R 11/17	Jones 12, NYT 13
	Interactions	T 11/29, R 12/1	Jones 9, NYT 2
	Devaluation	T 12/6, R 12/8	Jones 8, NYT 11
Conclusion	Directions	T 12/13, T 12/15	Jones 13, NYT 12

Discussion Questions: Each weekly set due at 9pm on Monday before a new topic starts (e.g., research set is due on M 9/12 at 9pm)	Proposal Hypothesis: F 10/7 Proposal Complete Draft: F 11/11 Proposal Final Draft: F 12/16
Discussion Facilitation Plan: R __/____ Discussion Facilitation Date: R __/____	Bonus Day 1, Getting Started: R 9/8 Bonus Day 2, Dr. David Wang: R 10/13
Exam 1, T 10/11 (History to Motivation) Exam 2, T 11/22 (Biology to Legitimacy) Exam 3, R 12/21 (Institutions to Directions)	All of the exams take place in SCI B228-West (smaller computer lab on your left); first two start at 12:35pm and the third at 12:30pm

This calendar is preliminary and subject to revision. Any changes will be announced in class.

Objectives

After taking this course, students will be able to...

1. Explain how group identities shape intergroup relations in harmful or helpful directions.
2. Analyze intergroup relations using conceptual and empirical tools from multiple academic perspectives, both inside and outside of psychology.
3. Prepare for, engage in, and facilitate conceptual/empirical discussions on intergroup relations.
4. Find, read, and describe scholarly research on intergroup relations to identify the relevant information, as well as assess the quality of evidence for a particular issue.
5. Construct and develop an original, APA-style research proposal on intergroup relations based on scholarly engagement, feedback, and revision.

Assessment

Discussion

This course includes three discussion-based tasks. First, you will develop and post two weekly discussion questions on D2L's discussion board—one for each of that week's readings. These questions can be about anything in the readings, but should focus on big issues, interesting or confusing points, connecting issues or readings in the class, or whatever else you think would promote discussion. This means that your questions should be open-ended (versus calling for yes-no or right-wrong answers). The purpose of these questions is for you to start asking your own questions and evaluating their relevance and importance (rather than reproducing others' answers), as well as to contribute possible questions for discussion. Only your best 10-of-12 question sets will count toward your final course grade.

Second, you will participate in class discussion throughout the semester. This participation will be evaluated 12 times across the semester, roughly once per week, by different students. The evaluations will be based on class developed criteria and will be periodically posted on D2L to provide feedback on your discussion participation. Unreasonable participation evaluations are subject to professor veto. The purpose of class discussion is to gain practice thinking through and applying the material, to evaluate the logic and evidence for the readings or opinions that arise in class, and to practice participating in an active academic conversation. Only your best 10-of-12 participation evaluations will count toward your final grade.

Third, you will help facilitate a 30-minute discussion on one chapter in *How Race is Lived in America* and its relationship to other course readings and discussions. This will be done in a group of up to three students and will involve the following: developing of a discussion plan, submitting your plan for feedback, and then actually facilitating a discussion in class. Here are some tips for successful facilitation: ask focused questions and allow participants time to think (as much as 30 seconds), facilitate discussion between participants (rather than dominating it yourself), and bring the discussion back into focus when it goes off track (such as by using a thread in the discussion to return to point). The purpose of discussion facilitation is to give you practice with guiding and shaping an active academic conversation (rather than just reading about an inactive one). For the discussion details, see the calendar and handout.

Proposal

This course will include a research proposal assignment. You will write a 8-12 page proposal on a issue related to the topics in this course. A research proposal is a detailed plan that develops a novel question and proposes an empirical study for answering that question. A plan is helpful for researchers to organize their thinking, but also to show readers that your planned study is important, feasible, and sound. The purpose of the proposal assignment is for you to bring all your knowledge and skills together to develop a research study from start to finish. In the end, your proposal should be coherent, integrated, and succinct—*your best undergraduate work to date*. The assignment has three deadlines: one for a 1-2 page summary of your hypothesis and key references, one for a complete rough draft, and one for the final draft. All documents must be submitted to D2L's dropbox by 9pm on the relevant deadline. Late submissions are subject to a daily 5% grade reduction. For the proposal details, see the calendar and handout.

Exams

This course will include three essay exams. For each exam, you will select four-of-the-six essay questions and type your responses to them on a computer. The questions will generally consist of two parts and focus on analysis and/or application of course materials to everyday examples. For the exam details, see the calendar.

<i>Components</i>	<i>Points</i>	<i>Percent</i>
<u>Total for Discussion</u>	<u>400</u>	<u>40</u>
– Questions	100	10
– Participation	200	20
– Facilitation	100	10
<u>Total for Research</u>	<u>300</u>	<u>30</u>
– Draft Proposal	100	20
– Final Proposal	200	10
<u>Total for Exams</u>	<u>300</u>	<u>30</u>
– Exam 1	100	10
– Exam 2	100	10
– Exam 3	100	10

<i>Grade</i>	<i>Points</i>	<i>Percent</i>
A	930-1000	93-100
A-	900-929	90-92
B+	870-899	87-89
B	830-869	83-86
B-	800-829	80-82
C+	770-799	77-79
C	730-769	73-76
C-	700-729	70-72
D+	670-699	67-69
D	600-669	60-66
F	599-000	59-00

Policies

Accommodations

UWSP is committed to providing reasonable accommodations to students with disabilities. If you have a disability and need accommodations, please register with Disability Services (LRC 609, 715-346-3365) and contact me shortly thereafter. I am happy to help however I can. If you are concerned that you might have a disability, contact Roxanne in Disability Services. She can talk with you about your concerns and provide advice on next steps. To learn about more Disability Services, go to: <http://www.uwsp.edu/disability/Pages/default.aspx>. To learn more about UWSP policies and procedures, go to: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyInfo.pdf>.

Attendance

I will not take formal attendance in this course. However, since this course is primarily based on discussion and you will be assessed on your discussion performance, attendance in this course is expected. It will be difficult to receive a reasonable course grade without regular attendance.

Communication

Please do not hesitate to contact me with your concerns related to this course, as well as other academic or career-related issues. Office hours are the most reliable way to contact me. I hold three office hours per week. If you cannot attend office hours, contact me for an appointment. Email is the next most reliable way to contact me. I typically respond to emails in two business days (not on evenings or weekends). To avoid being snagged by my junk email filters, type your course name and number in the subject line. Emails requiring a lengthy reply will be referred to office hours. Other ways of contacting me are generally unreliable.

Emergencies

In the event of a medical emergency, call 911 or use Red Emergency Phone (located outside SCI D230). Offer assistance if trained and willing to do so. Guide all emergency responders to the person in need. In the event of a tornado warning, proceed to the lowest level interior room without window exposure. See <http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx> for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings. In the event of a fire alarm, evacuate the building in a calm manner and meet on the north side of SCI (by the HEC). Notify instructor or emergency command personnel of any missing individuals. In the event of an Active Shooter, Run/Escapes, Hide, Fight. If trapped in a room, you should hide, lock doors, turn off lights, spread out, and remain quiet. Follow the instructions of Emergency Responders. See UWSP Emergency Management Plan at <http://www.uwsp.edu/rmgt> for details on all emergency procedures.

Illegalities

Under several federal and state laws, and according to several university guidelines, faculty are required to report acts of a criminal or offensive nature that occur within and outside of class. This includes acts of sexual harassment and assault, bias and hate crimes, illicit drug use, and

acts of violence. Any disclosure or description of these incidents—both past and current—may be reported to the Dean of Students office (<http://www.uwsp.edu/dos/>) or local authorities.

Incompletes

Incompletes will only be available to students with exceptional circumstances, such as serious medical or emergency situations. They are not available for students who feel overwhelmed by routine academic or extracurricular activities. Requests for incompletes must be accompanied by documentation. Except in exceptional circumstances, incompletes must be finished within one semester to avoid receiving an F in the course.

Makeups

Makeup assessments will only be available to students who cannot complete them on time due to academic, athletic, or religious obligations, major illnesses, or comparable reasons. Requests for makeups must be accompanied by documentation, such as letters from coaches, doctors, or spiritual leaders. Except in exceptional circumstances, makeups must be completed within a week of the initial deadline to avoid earning a zero for the assessments.

Misconduct

I take academic misconduct (cheating, plagiarism, etc.) seriously. The minimum penalty for any instance of misconduct will be an automatic zero on the assessment. Stronger penalties will be considered in line with UWSP's policy. Please do not put yourself or others through disciplinary proceedings. To learn more about this policy, go to: <http://www.uwsp.edu/stuaffairs/documents/rightsrespons/SRR-2010/rightsChap14.pdf>.

Professionalism

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations (called the Rights and Responsibilities document) has been developed for all students and professors. It is intended to help establish a positive living and learning environment at UWSP. For more information, go to: <https://www.uwsp.edu/stuaffairs/Documents/RightsRespons/rightsCommBillRights.pdf>.