CBSC 269  Experimental Psychology: Stereotyping, Prejudice, and Discrimination
Fall 2020
TTh: 2:30-4PM

Instructor:  Dr. Julie A. Woodzicka  e-mail: woodzickaj@wlu.edu
Office: Parmly 240, 458-8834  Office hours: TTh 12-1pm, M 9-10am virtually, and by appt.

Course Description and Objectives
This course examines current social psychological theory and research on stereotyping, prejudice, and discrimination and relates it to current intergroup relations. The goals of this course are to expose you to the core issues, phenomena, and concepts that researchers in this field are attempting to understand and to promote critical thinking about research and applied issues in this area. This course is a mix of lecture, discussion, and small group work, and you will be asked to participate every day. It is expected that as a result of this course you will become a more proficient researcher and be better able to understand and work towards reducing intergroup conflict.

Course Text

Additional readings are available to you electronically through PsycNET. You are responsible for retrieving these readings (please see syllabus pages 4-5)

Pandemic Objectives
1. Embrace the opportunity to learn in new ways. Things will be different for sure, but be open to learning the best you can in the environment you are in.
2. Be flexible. Learning circumstances may change—be open to these changes.
3. Be kind and patient with yourself and others. No one signed up for a pandemic, and everyone handles the stress associated with it differently. Be extra kind with yourself and those around you—know that feeling anxious in uncertain times is normal.
4. Communicate with me regarding your needs. I can’t know how to help you if I don’t know what you need.

Structure of the Course
This class will be a mixture of face-to-face and virtual learning. We will be using Canvas to help organize the course, so be sure to check Canvas regularly. Mostly we will be meeting face-to-face. However, days that are devoted to primarily working in small groups will work better via Zoom (break out groups). I will let you know at least a week ahead of time whether you should attend class face-to-face or virtually. All classes will be synchronous, meaning that if we are virtual you join Zoom during our assigned class time. If the pandemic causes in-class learning to be disrupted, we will pivot to completely online learning. If you need to quarantine this term (but are well enough to join class), I ask that you join class virtually until your quarantine period is over. Please let me know if this happens. The key to this term is flexibility. We will do our best with what we have.
Course Requirements and Evaluation

Tests (50%)
Three tests will be given throughout the term. Tests will consist of short answer and essay questions taken from required readings and class lectures/discussions. Test 3 will be self-scheduled during exam week.

Reaction Papers (15%)
Five times during the term, students will be asked to hand in a short paper. For each of the papers, you will be asked to respond to a writing prompt (see page 5). Papers will not be collected during weeks when you have a test or another large assignment due. Please submit papers via Canvas.

Group Study Proposal (20%)
Proposals will be completed in groups of 2-3 people and should include a literature review, an original stereotyping, prejudice, and/or discrimination idea to test, a proposed methodology, and proposed analyses. Written group proposals are due (one from each group) by noon on Friday, 11/13. Late papers will not be accepted.

Intergroup Conflict Application Presentation (5%)
During the last five years intergroup relations between many groups in the United States have become increasingly turbulent. What is your theory regarding why this is happening at this point in U.S. history? Using both well-established theories and your own ideas, you and a partner will tackle this question and present your work to the class on Thursday, October 8th. Bonus points if you offer solutions regarding how we can improve intergroup relations.

Participation (10%)
It is expected that you regularly attend class and come to class ready and willing to discuss the readings. I expect (and encourage) you to disagree with each other. However, do so with empathy and respect.

Accommodations
All undergraduate accommodations must be approved through the Office of the Dean of the College. Students requesting accommodations for this course should present an official accommodation letter within the first two weeks of the term. It is the student’s responsibility to present this paperwork in a timely fashion and to follow up about accommodation arrangements.

Honor System
I assume that all work done in this course, unless explicitly indicated otherwise, will be the student’s own work. Please pledge all tests and assignments. In addition, I expect that all group members will contribute to group projects—if this does not happen, someone from the group should notify me ASAP.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td>T</td>
<td>8/25 Introduction</td>
<td>KW1</td>
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<td>Th</td>
<td>8/27 Terms and Labels</td>
<td>Smith et al. (2018)</td>
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<td>T</td>
<td>9/1 Stereotypes and how they develop</td>
<td>KW3; Axt, Ebersole, &amp; Nosek (2014)</td>
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<td>Th</td>
<td>9/3 Are stereotypes fading?; <em>RP due</em></td>
<td>Devine &amp; Elliott (1995); Haines et al. (2016)</td>
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<td>T</td>
<td>9/8 Stereotype activation and application</td>
<td>KW4</td>
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<td>Th</td>
<td>9/10 Why are inaccurate stereotypes</td>
<td>Word, Zanna, &amp; Cooper (1974); Cohen (1981)</td>
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<td>9/15 Test 1</td>
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<td>Th</td>
<td>9/17 Prejudice Then</td>
<td>KW5; Kteily &amp; Bruneau (2017)</td>
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<td>9/22 Intergroup Relations; <em>RP due</em></td>
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<td>T</td>
<td>9/29 How to write a proposal/Work day</td>
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<td>10/1 The role of individual differences;</td>
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<td>T</td>
<td>10/6 Perceiving prejudice and discrimination</td>
<td>Kraus, Rucker, &amp; Richeson (2018); West (2019)</td>
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<td>10/8 Application Presentations</td>
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<td>10/13 Effects of stereotyping, prej, &amp;</td>
<td>KW10; Lewis &amp; VanDyke (2018)</td>
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<td>10/15 Test 2</td>
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<td>Th</td>
<td>10/22 Heterosexism; <em>RP due</em></td>
<td>McGarrity et al. (2020); Moss-Racusin &amp; Rabasco (2018)</td>
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<td>10/27 Group based disparagement humor</td>
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<td>Th</td>
<td>10/29 Age, Ability, and Appearance</td>
<td>Ford et al. (2014)</td>
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<td>T</td>
<td>11/3 Interpersonal Confrontation; <em>RP due</em></td>
<td>Good et al. (2019)</td>
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<td>Th</td>
<td>11/5 Examining Privilege</td>
<td>McIntosh (2003); Phillips &amp; Lowery (2018)</td>
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<td>11/10 White Fatigue</td>
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<td>*Test 3 is self-scheduled during Exam Week</td>
<td>KW13; Sue et al. (2019)</td>
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Additional Readings


**Writing Prompts for Reaction Papers**

9/3: Tune in to the Ibram X. Kendi talk on August 30th. After the event, write a short paper (500 words or less) that describes one or two ideas presented by Dr. Kendi that were most impactful for you. Then discuss one or two concrete ways that you, during your college years, can work on being an anti-racist.

9/22: Imagine that everyone got their news from the same source. Would this be good or bad? How would this affect stereotyping and prejudice? Keep your response to 400 words or less.

10/1: You work for a museum and are asked to provide information for a plaque describing the main historical and/or cultural events that have shaped Black/White intergroup relations in the United States from 2010 to 2020. The maximum word limit on the plaque is 350 words.

10/22: You are at home for Thanksgiving. Your Great Aunt Bess proclaims, “I don’t know what all the fuss is about. Back in my day, women weren’t treated equal to men, but now things are fair. I’m not sure why those feminists continue to complain.” What do you say? Be kind and compassionate in your response. Write your response in 400 words or less.

11/3: Often people don’t confront discrimination because of the real or perceived interpersonal costs involved. How can we reduce the costs of confronting? Can you think of any confrontation strategies that are relatively low cost, but effective? How could we encourage people to use those strategies? 400 word maximum.
Instructions for Group Study Proposal

During this course, you have read and heard about many social psychological studies relating to stereotyping, prejudice, and discrimination. You are to develop a thoughtful study proposal examining some idea relating to the course content. Proposals will be completed in groups of 2-3 people and should include an original idea to test, along with a proposed methodology. Written group proposals will be turned in to my office (one from each group) by Friday, 11/13 at noon.

The first step for this project is coming up with a general area that interests you and everyone else in your group. Next, you and your group need to decide on a specific concept/principle to study further. At this point, you and fellow group members should go to PsycNET and read through abstracts and papers to see what sorts of similar ideas have been investigated. After reading these materials, you and your group should meet again and exchange ideas regarding the SPECIFIC question you want to ask. Coming up with a question to test is the toughest part. Once you have your question and hypothesis, you are ready to design an experiment to test your idea. Remember, you don’t have to actually do the study, you only need to propose it. (However, be realistic in your proposal—e.g., don’t say that you will test 2,000 people).

Your group’s proposal must have an introduction in which you review the literature regarding the topic you are interested in. The literature review must logically lead to the question that you are asking.

The written proposal must have the following sections:

Title page (with Title of Project, Authors, and Authors’ Affiliation)
Introduction including….

- Literature Review
- Overview of the Proposed Study
- Question(s)
- Hypothesis(es)

Method (written in future tense)
- Participants
- Design and Materials (if needed)
- Procedure

Proposed Analyses (one or two paragraphs describing the analyses you will do)

References

Appendices

You should include appendices (e.g., measures that you might use, stimuli) to help me understand the proposed study.

Use American Psychological Association (APA) format when writing the paper (and references).

The group written proposal must be double spaced, 12 point font, and will probably be 12 to 20 pages (including the title page and references). The proposal may be shorter or longer (i.e., there is no length requirement).
STUDENT HEALTH AND CLASSROOM EXPECTATIONS
Our collective responsibility as a University community in the face of COVID-19 applies equally to students, faculty, staff and members of the Lexington and Rockbridge County community. Specifically, our responsibilities with respect to classroom behavior are as follows:

- **Before coming to campus each day,** you must complete the daily health attestation ([https://attest.wlu.edu](https://attest.wlu.edu)) to affirm that you are not exhibiting symptoms and have not recently been in contact with anyone suspected of having COVID-19. Refusal to do so will lead to a request to depart campus immediately.
- **Masks (or face shields where approved) must be worn over your mouth and nose** in the classroom at all times. You will be asked to leave the building if you do not comply.
- **You also will be required to maintain physical distancing of at least six feet from others.**
- You will be asked to **wipe down** tables, chairs, and desks that you use before you depart your classrooms.
- **DO NOT attend class or other in-person course meetings if you are sick.** Anyone with new onset symptoms of COVID-19 and/or recent close contact with COVID-19 should stay in their **residence hall room or apartment.** Seek medical advice.
- Students placed in isolation due to illness or quarantine because of possible exposure should be cleared by a health official before returning to class. It is the responsibility of the student to communicate with faculty about how they can keep up with their studies and make up missed work.
- **Personal travel should be limited,** where possible, to the State of Virginia. In all circumstances, the University reserves the right to require a 14-day self-quarantine requirement upon your return.

Recall that behavior outside of the classroom, such as travel and social gatherings, has an effect on everyone in the community. You are expected to follow the guidelines in the full [Statement of Community Expectations](#).

- Personal travel should be limited, where possible, to the State of Virginia. If you plan to leave the State of Virginia, enter your travel in your Daily Attestation at least 72 hours ahead of your departure. To learn more about current COVID-19 hotspots within and outside of the state of Virginia, see [https://www.kff.org/coronavirus-covid-19/issue-brief/state-data-and-policy-actions-to-address-coronavirus/](https://www.kff.org/coronavirus-covid-19/issue-brief/state-data-and-policy-actions-to-address-coronavirus/). Please keep in mind that circumstances may change while you are traveling, and we recommend you check this website frequently. In all circumstances, the University reserves the right to require a 14-day self-quarantine requirement upon your return.