

PSYC 490: PSYCHOLOGY OF PREJUDICE

Spring 2022: Tuesdays & Thursdays, 2:45 – 4:00p, in Oechsle 211

Professor Contact: Professor or Dr. Bell (she/her), bellac@lafayette.edu

Student Drop-In Hours: Tuesdays & Thursdays, 1:30 – 2:30p; [book an appointment](#)

WELCOME!

I am Professor Bell and so glad you're here! Please reach out if you have questions or want to learn more about each other. In addition to class, I have weekly drop-in hours during which we can discuss course content, assignments, and/or research. I am happy to meet over Zoom or in person at my office, Oechsle 301. We can arrange an alternative time if these office hours conflict with your schedule. I aim to respond to emails within 1 business day (M-F, 8-5p).

COURSE DESCRIPTION & OBJECTIVES

Despite increasing efforts to eradicate prejudice in our society, we have yet to achieve equality in the treatment and opportunities for many social groups across race, gender, sexual identity, socioeconomic status, and other features. Using psychological science, we will examine the causes and consequences of stereotyping, prejudice, and discrimination in their many forms. Both individual and group-level processes impact judgments, performances, and attributions of blame to perpetrators and targets of prejudice. We will study empirical research and theory to better understand the ways in which stereotyping, prejudice, and discrimination can be automatic, maintained, and reduced.

Upon the completion of course requirements, you should be able to:

- Read, reflect, and discuss scientific literature on stereotyping, prejudice, and discrimination
- Synthesize empirical evidence and critically evaluate competing theories of psychological phenomena
- Identify the strengths, limitations, and ethics of studying stereotyping, prejudice and discrimination
- Actively engage in ongoing scientific conversations by expressing your opinions and analyses of psychological theories and empirical findings effectively, both orally and in writing
- Communicate psychological science, and the broad impact of your engagement with the field, to lay-audiences in clear and accessible language
- Apply knowledge from this course to identify and address real world social inequalities

LEANING INTO DISCOMFORT

There may be times when you feel uncomfortable talking about prejudice, stereotyping, and discrimination. Feeling discomfort is completely normal! I invite you to be curious about your feelings as you continue to engage with course materials so you have the best opportunity to learn. My goal is to provide tools you need to fully participate in a respectful and meaningful way. If you experience difficulty managing feelings of discomfort or personal offense, please contact me so we can develop a plan for moving forward together.

MOST WEEKS AT A GLANCE

Before classes

- Readings
- Progress on assignments



Tuesdays

- Pre-Discussion Preps due by class time
- Seminar discussion
- Activity/presentation



Thursdays

- Seminar discussion
- Activity/presentation

COURSE MATERIALS All required readings will be provided through Moodle.

COURSE EXPECTATIONS

- **Access course materials via our Moodle site.** You should visit our site and check email daily (Mondays – Fridays) to stay on task with assignments, readings, and announcements.
- **Attend and contribute regularly to class sessions.** Please show up on time, stay for the entire class period, and come prepared and ready to participate.
- **Communicate with me**, your class dean, and the health center so you have the necessary resources and support when you feel sick. **When you are sick, stay home** for the safety of yourself and our community. You and I will make alternative arrangements to participate virtually when you're able.
- **Use technology appropriately** (close phone and laptop browsers/applications unrelated to class)

PANDEMIC & EXTREME WEATHER EVENTS

Depending on COVID-19 or other illnesses on campus that affect our class attendance, there is always a possibility that we revert in-person meetings to virtual, synchronous Zoom sessions. For inclement weather, Lafayette's practice is to remain open for classes, even if College offices open late or close early. However, if I need to change from in-person to virtual, or cancel class any reason (i.e., illness and family emergencies), I will make announcements over email before class times.

COURSE ASSESSMENTS

Pre-Discussion Preps (PDPs). To facilitate class discussions, I expect you to spend time thinking about each week's readings. What are the articles relationships to one another? What did you find exciting, interesting, strange, confusing, or cool about the readings, and why? How do the readings relate to real-world issues and/or concepts from this class and other classes? What lingering questions do you have after reading?

Content reflection (and question development) is a valuable skill for enhancing your understanding of material. Further, these are designed to assist in your contributions to discussion. Preps should be ~2 paragraphs, and will be graded on the following scale: 10 points = Excellent contribution, 7 points = Good, 5 points = Adequate, 3 points = Attempted, 0 points = Missing/did not contribute

*You do not submit a PDP for the week you lead discussion. I will drop 1 PDP score at the end of the term. If you decide to skip a PDP submission, keep in mind that you are still expected to come to class prepared to discuss the readings.

Discussion Leadership. Each student is responsible in leading the class discussion in a partnership with 1 or 2 classmates. You should expect to meet with your co-leader(s) at least once before your assigned week so you can collaborate on a discussion guide. Leaders should be prepared to provide a brief overview of each reading, questions to facilitate class discussion, and develop a reflection prompt/activity to introduce and close out discussion. Detailed instructions and grading criteria will be available on Moodle.

Class Engagement. Each student will receive a class engagement grade based on the quality of their contributions at the end of the term. Your participation is incredibly valuable to the course experience and engagement is multifaceted: *Preparation* (reviewing readings and materials before class), *Focus* (avoiding distractions during in-person and online activities), *Presence* (engaged and responsive contributions), *Asking questions* (in class, out of class), *Listening & Specificity* (hearing what others say, referring to specific ideas shared in discussion and from readings), and *Synthesizing* (making connections between readings and discussions). Mid-semester feedback will be distributed so you can reflect on your current progress.

“Life Happens Pass:” To promote wellness and flexibility, all students receive two flexible excused absences without overall presence (including attendance) negatively affecting your engagement grade on any day except days for which discussion leadership or project presentations occur.

Real World Applications (RWAs). There are more content areas in prejudice research than we can possibly cover within our short amount of time together. This assignment is one opportunity for you to explore subjects related to class content that is personally relevant to you. You will write three brief “real world application” papers (4 pages max), and make revisions to your writing for a “final” paper submission. During the week they are due, students will take turns sharing their chosen issue/event and what they learned from their research. Detailed instructions and grading criteria will be available on Moodle.

Podcast Project & Final Paper. This assignment is another opportunity to explore your interests within the field of prejudice. In teams of 4, students will develop a podcast around (1) interviews with members of the Lafayette community and (2) propose an empirically based intervention designed to make our campus a more inclusive environment. Individually, you will write a research paper on this topic. We will listen to the finished podcasts in class and the podcasts will be posted online for the campus community to access. Detailed instructions and grading criteria will be available on Moodle.

Major Field Test (required for passing class and graduating). As part of the Department of Psychology’s efforts to assess our progress toward meeting the objectives of an undergraduate major in psychology, all senior psychology majors are required to take the Major Field Test (MFT). The MFT is a standardized test (140 multiple choice questions) of knowledge in the psychology major. You will have access to your test score, but neither your instructor nor any member of the Department of Psychology will be able to see your individual test scores—results will be reported to us in anonymized or aggregate (group) format. The test will be used to assess the Department of Psychology; scores on the test will not be used to assess your performance in the course. *Your score on the test will not affect your grade in the course, but you must take the test to earn a passing grade in the course.*

Grading Procedure. My aim is to return grades within one week of submission. For some assignments, I may not provide detailed individual feedback and instead provide general feedback as part of lectures in class, but I am happy to meet one-on-one to give additional feedback.

For grade disagreements, you must notify me within 1 week of the original grade being posted; after 1 week, your grade will be considered final. Keep in mind that I may choose to re-grade the entire assignment, not just the portion about which you disagree.

For confidentiality reasons, I discuss grades face-to-face and not over e-mail. Students receive grades and overall progress in the class at multiple points throughout the semester. Finally, **I do not “round up” nor do I produce extra-credit opportunities after assignments are complete.** All grades are determined by the final number of points earned divided by the points possible.

Late Work Policy. Due dates for all assignments are on the course schedule and you are responsible for keeping track of due dates in advance. You are responsible for ensuring you have uploaded the correct assignment or you will experience a point deduction equivalent to the late work policy. Late work on preps and major assignments will be subjected to a 10% grade deduction for each day late and will not be accepted after 72 hours. Late group work will result in penalties to all group members. When you do experience catastrophic life events, (1) work with your class Dean and (2) keep an open line of communication with me.

Grading Summary	
Pre-Discussion Preps	90 points
Discussion Leadership	125 points
Class Engagement	160 points
Real World Applications (3 x 100)	325 points
Research/Podcast Project	300 points
Major Field Test	Pass/Fail
Total points possible	1000 points

STUDENT ACCESSIBILITY & DISABILITY

I am happy to work with students to best support your learning needs. Communicate with me and register with Accessibility Services Office and the Academic Resource Hub for the most essential accommodations. See Dr. Bell the first two weeks of class to discuss your accommodations in advance of tests and assignments. Refer to [Lafayette College's Accessibility Services](#) for more information.

INTERNET PRIVACY AND ACADEMIC INTEGRITY

Proper Usage of Course Materials: At Lafayette College, all course materials are proprietary and for class purposes only. This includes posted recordings of lectures, worksheets, discussion prompts, and other course items. Do not repost such materials. Online discussions should also remain private and not be shared outside of the course. You must request my permission prior to creating your own recordings of class materials; do not share recordings online or on social media even when permission is granted to record. Please contact me if you have any concerns about being recorded in course-related activities.

Lafayette College Moodle Privacy Statement: "Moodle contains student information that is protected by the Family Educational Right to Privacy Act (FERPA). Disclosure to unauthorized parties violates federal privacy laws. [...]remember that this information is protected by these federal privacy laws and must not be shared with anyone outside the class. Questions can be referred to the Registrar's Office."

Academic Honesty: Students are required to abide by the standards of academic honesty described in the Student Handbook (<https://conduct.lafayette.edu/student-handbook/student-code-of-conduct/>). Please also see the section in Appendix II, "How to Avoid Plagiarism" (<https://conduct.lafayette.edu/student-handbook/appendices/>). You may also find the library page with resources for finding, evaluating, and citing information useful: <https://library.lafayette.edu/services-help/help/>. The Department of Psychology Academic Honesty Statement and Policy is available in its entirety on Moodle and I will assume you have read it.

Academic and research integrity is integral in adhering to standard procedures and practices to collecting data, interpreting results, and disseminating our findings. When working collaboratively there can be a fine line between work that is individually completed or completed with others. Work for all drafts of your APA-style lab report are written individually and should be your own original work. In-class assignments and lab reports will indicate when working collaboratively and turning in shared work is and is not appropriate. Sharing assignments, exam content, data fabrication, and passing off the work of others as your own (plagiarism) are all considered serious violations of the Principles of Intellectual Honesty. The long-term (e.g., post-final exam) retention, out-of-class sharing, distribution or posting of any remote instruction materials associated with the course is not allowed. Any Lafayette College student not enrolled in our class and willingly in receipt of remote instruction materials from this class is also in violation. I refer violations to the Dean of College for investigation and further action.

CREDIT HOURS

The student work in this course is in full compliance with the federal definition of a four-credit-hour course. Please see the Registrar's Office web site for the [full policy and practice statement](#).

PSYC 490: PREJUDICE CAPSTONE W/ DR. BELL

Fall 2022 – Working Schedule - Topic, readings, and assignment due dates may change

Last Updated: 8.29.22

Theme/Dates		Event/Readings	Assignments
<u>Week 1</u> Prejudice & Psych Science	Tues Aug 30	Course introduction	
	Thurs Sept 1	Prof. Bell leads discussion <ul style="list-style-type: none"> Nadal (2017) Plaut (2010) 	PDP #1
<u>Week 2</u> Theory & Methods	Tues Sept 6	Prof. Bell leads discussion <ul style="list-style-type: none"> Gawronski et al. (2008) Lai & Wilson (2020) 	PDP #2
	Thurs Sept 8	Discussion, continued; Reflection activity <ul style="list-style-type: none"> Salter & Adams (2013) Thai et al. (2021) 	PDP #3
<u>Week 3</u> Stereotype Content	Tues Sept 13	Prof. Bell leads discussion <ul style="list-style-type: none"> Bonam et al 2018 Eberhardt et al., 2006 	PDP #4
	Thurs Sept 15	Discussion, continued; Reflection activity <ul style="list-style-type: none"> Hetey & Eberhardt, 2018 Rubin et al., 2020 	PDP #5
<u>Week 4</u> Self & Social Identity	Tues Sept 20	Discussion team #1 leads <ul style="list-style-type: none"> Bell et al., 2019 Emerson & Murphy, 2014 Kawakami et al, 2009 	PDP #6
	Thurs Sept 22	Discussion, continued; Reflection activity	
<u>Week 5</u> Real World Application	Tues Sept 27	RWA workshop <ul style="list-style-type: none"> <i>Check-in with Prof Bell</i> 	
	Thurs Sept 29	RWA presentations; reflection activity	RWA #1
<u>Week 6</u> Stigma	Tues Oct 4	Discussion team #2 leads <ul style="list-style-type: none"> Cheryan & Bodenhausen, 2000 Levy et al, 2005 Quinn & Earnshaw, 2013 	PDP #7
	Thurs Oct 6	Discussion, continued; Reflection activity	
<u>Week 7</u>	Tues Oct 11	Fall Break – Treat Yo Self.gif	

Break & Podcasts	Thurs Oct 13	Podcast project introduction <i>No class - Prof. Bell away at Society of Experimental Social Psychology (SESP) conference</i>	Topic development; Podcast review
<u>Week 8</u> Interracial Interactions	Tues Oct 18	Discussion team #3 leads <ul style="list-style-type: none"> Bergsieker et al. (2010) Taylor et al. (2018) Richeson & Shelton (2007) 	PDP #8
	Thurs Oct 20	Discussion, continued; Reflection activity	
<u>Week 9</u> Real World Application	Tues Oct 25	RWA workshop <ul style="list-style-type: none"> <i>Check-in with Prof Bell</i> 	
	Thurs Oct 27	RWA presentations; reflection activity	RWA #2
<u>Week 10</u> Confronting Bias	Tues Nov 1	Discussion team #4 leads <ul style="list-style-type: none"> Crittle & Maddox, 2017 Danbold et al, 2021 Good et al., 2016 	PDP #9
	Thurs Nov 3	Discussion, continued; Reflection activity	Podcast Brainstorm
<u>Week 11</u> Prejudice Reduction Techniques	Tues Nov 8	Discussion team #5 leads <ul style="list-style-type: none"> Devine et al., 2012 Perry et al., 2019 Vezzali et al., 2015 	PDP #10
	Thurs Nov 10	Discussion, continued; Reflection activity	
<u>Week 12</u> Current & Future Directions	Tues Nov 15	Discussion team #6 leads <ul style="list-style-type: none"> Carter et al., 2020 Gaither, 2018 Mosley & Heiphetz, 2021 	PDP #11 Podcast Pitch
	Thurs Nov 17	Real-World Application Paper Presentations	RWA Paper 3
<u>Week 13</u> Real World Application & Break	Tues Nov 22	RWA workshop <ul style="list-style-type: none"> <i>Check-in with Prof Bell</i> 	
	Thurs Nov 24	Another Fall Break – Treat Yo Self.gif	
<u>Week 14</u> Real World Application & Podcasts	Tues Nov 29	RWA Presentations	
	Thurs Dec 1	Podcast Project Workshop <ul style="list-style-type: none"> <i>Check-in with Prof Bell</i> 	
<u>Week 15</u>	Tues Dec 6	Major Field Test – complete	Submit podcasts

Major Field Test & Podcasts	Thurs Dec 8	Podcast Listening Party & Class Reflections	Podcast peer reviews
<u>Week 16</u> Finals	TBD	Final submissions	Podcast Group Materials RWA Revision & Final Submission