PSY 442. Prejudice and Stereotypes

SDSU – Spring 2025 – Class # 3453

Class Meetings

Class Days: Tuesday & Thursday
Class Times: 11:00 AM – 12:15 PM
Location: Physical Sciences (PS) 130
Platform: Canvas

Instructor: Dr. Thierry Devos
Preferred pronouns: he/him
Phone: (619) 594-6911
Email: tdevos@sdsu.edu (best way to reach me)
Office Hours: Thursday 12:30 PM – 1:30 PM or by appointment
Office Hours Location: Life Sciences South (LSS) 273

Graduate Teaching Assistant:
Email:
Office Hours:
Office Hours Location:

Course Content and Purpose

The goal of this course is to **provide students with solid training in theories and research on prejudice and stereotyping**. We will examine important questions about these areas of study and will identify the answers currently being proposed by the research community. We will cover in-depth topics such as the roots and functions of stereotypes, classic theories of intergroup conflict, contemporary forms of prejudice, consequences of prejudice and stereotyping, reactions to diversity, and approaches aimed at reducing stereotyping and prejudice.

For psychology majors, this course contributes to additional PSY unit requirements, assuming units are earned (D- or higher; upper-division major GPA of 2.0 required to graduate).

Student Learning Objectives

By the end of this course, you will be able to:

1. Use influential concepts, principles, and theoretical frameworks accounting for stereotyping, prejudice, and discrimination
2. Appreciate the complexity and multidimensionality of prejudice and stereotyping
3. Apply concepts, theories, and research findings as these relate to everyday life (including personal, social, or organizational issues or problems)
4. Recognize prejudicial attitudes that might exist in yourself and others
5. Identify ways to interact more effectively and sensitively with people of diverse backgrounds, abilities, and cultural perspectives

More broadly, the following student learning outcomes for the Psychology Liberal Arts Major are relevant to this course:

SLO 1.1 Describe key concepts, principles, and overarching themes in psychology
SLO 2.2 Evaluate knowledge claims
SLO 3.1 How does psychology inform our understanding of culture and diversity
SLO 4.2 Demonstrate effective (general/non-APA-style) writing
SLO 5.1 Describe how psychology information and skill sets can be applied to law, business, health care, education, and other career opportunities
SLO 5.3 Develop general skills that can be used in a range of workplace environments (e.g., excel, word, stats skills, writing skills, communication)

Diversity and Inclusion

As an instructor, my goal is that students from all diverse backgrounds and perspectives benefit from and feel included in this course. I view the diversity of experiences and perspectives that students bring to this class as a resource and a strength we can all learn from. I intend to present course material that is respectful of diversity based on gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, national origin, religion, political orientation, and other background characteristics. Your suggestions on how to improve the value of diversity and inclusion in this course are encouraged and appreciated. Please let me know of ways to improve the effectiveness of the course for you personally or for other students.

Classroom Atmosphere

We should work together to create a classroom atmosphere conducive to learning. I strongly encourage active participation in the classroom; you should feel comfortable asking questions and contributing to class discussions. Throughout this course, we will be discussing a variety of sensitive and controversial issues. Thus, it will be extremely important to keep an open mind, listen to others' viewpoints, and tolerate a different opinion than your own. I expect everyone to show respect for each other and to refrain from actions that might reduce the quality of students' learning experiences.

Prerequisite

Before taking this course, you should complete PSY340 (Social Psychology) or an equivalent course from another school. This pre-requisite is designed to ensure that students have the adequate skills and experience to do well in the class and to avoid being at a disadvantage in the course relative to those who have taken Social Psychology.

Course Structure and Conduct

The course includes a series of **six modules**. Each module is devoted to a different topic (see *Schedule of Topics, Quizzes, and Examinations*). We will learn about these topics in several ways including interactive presentations, demonstrations, exercises, discussions, readings, and videos. Through a mix of instructional methods, students will assimilate and integrate new ideas and develop problem-solving skills.

Typically, each module will include the following:

- **Learning Objectives**: A description of the specific learning objectives
- **Class Meetings**: Four class meetings during which we will cover a significant amount of material in an interactive format
- **In-Class Activities**: Four in-class activities assessing your ability to use course material to increase your understanding of everyday experiences
- **Reading**: One reading (article or book chapter) complementing material covered during class meetings
- **Conversation**: One recorded interview/conversation with a researcher about a published article relevant to the module
- **Dig Deeper**: Additional (optional) resources relevant to the module
- **Review Sheet**: A review sheet listing key constructs you need to master

Course Materials

This course will use the **Canvas** learning management system. To access the site for this course, sign in at canvas.sdsu.edu using your SDSUid. Please make sure you adjust your notification settings in such a way that you receive ALL announcements regarding this class. All Canvas email notifications will be delivered to your SDSU email address. You can add additional email addresses and sign up for text/mobile app notifications via the settings in your Canvas Profile, and then adjust your notifications in the Notifications Tab. Canvas notifications are system-wide and cannot be adjusted by course. If you have technical issues with Canvas, please contact the SDSU Canvas 24/7 support line at (619) 483-0632.

Slides used as support for class meetings will be available online before class meetings.

For each module, **one required reading** will be made available (at no cost) on Canvas. There is no textbook assigned for this course.

The **article** discussed in the recorded **interview/conversation** will also be made available (at no cost) on Canvas.

Specific additional resources (articles, videos, websites, blogs, etc.) for each module will be provided under the "**Dig Deeper**" menus.

IMPORTANT: Material posted on Canvas (slides, activities, videos, articles, etc.) is only for students enrolled in a section of PSY 442 - Prejudice and Stereotypes taught by Dr. Thierry Devos at SDSU. By accessing or downloading these documents, you agree (1) not to share them with anyone and (2) not to post them on the Internet.

Course Assessment and Grading

Your final grade will be based on the following components:

Tests & Final Exam (60% = 3 x 40 pts = 120 pts)

Three tests and one final exam will be given in class (see *Schedule of Topics, Quizzes, and Examinations*). Each test covers 2 modules (8 lectures, 8 activities, 2 readings, and 2 conversations). Each test is worth 40 pts and will consist of 40 multiple-choice questions (1 correct answer = 1 pt). For each module, a review sheet with key concepts will be provided on Canvas. The format of the final exam is similar to that of the tests (40 multiple choice questions), but the final exam covers all 6 modules (comprehensive exam). Only the 3 best scores (3 tests or 2 tests + final exam) will be taken into account for the final grade. No make-up tests or exams will be given. If you miss a test, your grade will be based on the 2 remaining tests and the final exam. If you took the 3 tests, the final exam is optional.

In-Class Activities (30% = 20 x 3 pts = 60 pts)

Approximately 25 activities will be completed in class (demonstrations, exercises, observations, etc.). Each activity will be worth 3 pts. You need to be in class (physical presence) and to meaningfully contribute to the activity to earn credit for it. To earn maximum credit, you need to address all aspects of the instructions/prompts. Each activity is designed to help you assimilate specific course material (this is not "busy work", "participation points", or "grading attendance").

To complete these activities, you will always need to access Canvas. Please make sure you bring a laptop, tablet, or phone to class so that you can complete and earn credit for activities. If for some reason, you are unable to do so, please notify me at the beginning of class.

I encourage you to attend all class meetings and to complete these activities in a way that maximizes your learning, but I understand that circumstances may lead to absences (sickness, work or family commitment, etc.). The 20 highest activity scores will count towards your final grade. This means that you can miss up to 5 activities over the course of the semester without these absences having an impact on this component of your grade. Please understand that there will be no option to make up for missed class activities. Trying to earn credit for an activity when you are not in class is considered cheating (see *Academic Dishonesty*).

Quiz in Preparation for Test and Mid-Semester Teaching Evaluation (10% = 4 x 5 pts = 20 pts)

Before each test, you will have the opportunity to complete a short quiz (10 questions). The main goal of this quiz is to give you a sense of the type of questions that will be included on the test. These are just sample questions that do not cover all the topics you will be tested on. You can earn up to 5 pts for completing the quiz (0.5 pt per correct answer). You can take the quiz multiple times. Your highest score will be used for grading purposes.

Mid-way through the semester, you will have the opportunity to complete an anonymous survey to provide feedback on the course and the various instructional activities. You can earn 5 points for completing the survey by the due date.

Grading Scale

In line with University Policies, grades are defined as follows: A (outstanding achievement; available for the highest accomplishment); B (praiseworthy performance; definitely above average); C (average; awarded for satisfactory performance; the most common undergraduate grade); D (minimally passing; less than the typical undergraduate achievement); F (failing). Plus/minus grading is utilized at the discretion of the instructor.

Final grades will be based on an absolute scale (not a curve). Thus, your grade will not be affected by how well (or how poorly) other students perform in the course.

Percentage	Grade
93-100	A
90-92.99	A-
87-89.99	B+
83-86.99	B
80-82.99	B-
77-79.99	C+
73-76.99	C
70-72.99	C-
67-69.99	D+
63-66.99	D
60-62.99	D-
< 60	F

Student Academic Success

For essential information about student academic success, please see the SDSU Student Academic Success Handbook. This document includes important information and resources about campus deadlines, advising, tutoring, well-being, as well as rights and responsibilities.

Communication

The best way to reach me is via email (tdevos@sdsu.edu). I will try to respond within 24-48 hours to emails. For quick questions, the turnaround time may be much shorter. Of course, you are welcome to talk to me after class, during office hours, or to schedule a meeting at a time convenient for both of us. My preferred gender pronouns are he, him, and his. Class rosters are provided to the instructor with the student's legal name. Please let me know early in the semester if you would prefer an alternate name and/or gender pronoun.

Academic Dishonesty

Academic Honesty: Academic integrity is one of the fundamental principles of a university community. San Diego State University expects the highest standards of academic honesty from all students. Cheating and plagiarism represent violations of academic integrity and will not be tolerated in this class. San Diego State University defines cheating and plagiarism to include: (1) unauthorized assistance on an examination, (2) falsification or invention of data, (3) unauthorized collaboration on an academic exercise, (4) submitting work, either in part or in whole, completed by another as one's

own, (5) misappropriation of research materials, (6) unauthorized access of an instructor's files or computer account, and (7) any other serious violation of academic integrity as established by the instructor. Please click here to read the University policy.

Students agree that by taking this class they will uphold the principles of academic integrity. If your academic integrity is not maintained in this class, you will be reported to the Center for Student Rights and Responsibilities and to the Chair of the Department of Psychology. Furthermore, you will receive a zero on the exam or quiz in question, in accordance with the SDSU academic integrity policy. A second instance of academic dishonesty will result in failure of the course.

Use of Artificial Intelligence (AI) Tools

Many tools that rely on generative Artificial Intelligence (AI) technologies to produce content (text, images, videos, etc.) are now available (e.g., ChatGPT, Gemini, Copilot, Meta AI, Claude, etc.). Below is my position regarding the use of these tools in the context of this course.

Class activities are designed to help you assimilate the course material. The process of completing these activities is one of the ways in which you will understand and master the material. With that in mind, if the AI tools expand your knowledge, skills, and perspectives, using them is probably appropriate. However, if these tools provide "shortcuts" in the sense that they make you think less, they do the work for you, using them is not appropriate. In other words, if the tools help you clarify a point, consider alternative perspectives, understand the limitations of some ideas, etc., that is consistent with the goal of this course. Anytime you feel like using the tools conflicts with the learning goals, take it as a clue that you are fooling yourself.

A major limitation of most of these tools is that they do not provide the specific sources used to generate the content. In addition, depending on how you frame the question/prompt, the tools will produce very different outputs. Thus, always critically assess the outputs and do not take them as scientific evidence.

Often the activities will ask you to reflect on personal experiences. AI tools do not have access to these experiences. You have this rich cultural knowledge and expertise. Rely on it rather than let a machine dictate or shape your thinking.

For some activities, you will explicitly be asked to use an AI chatbot such as ChatGPT, Gemini, Copilot, Meta AI, or Claude. Depending on the chatbot you want to use, you may be asked to create an account or to log in using your email address. The FREE version of these tools will always be good enough in the context of this course. In other words, my recommendation is: DO NOT purchase a subscription for a more advanced version of these tools.

For assigned readings, you are welcome to use a tool such as ChatPDF to help (e.g., extract main ideas, ask questions or clarifications, etc.). This might be particularly useful if, for some reason, you find the readings challenging.

Please understand that what is stated here only applies to this course and that I may change my position over the course of the semester if I realize that it interferes with the learning goals.

Student Concerns, Problems, and Complaints

If at any time there are issues with the conduct of this course, including lectures, exams, and quizzes, please see me immediately. We will work together to address your concerns. If this does not satisfy your concerns, you must follow the appropriate procedures for registering a complaint. Speak first to me. If you are still not satisfied, contact the Psychology Department Chair, Dr. Paul Gilbert (pgilbert@sdsu.edu). If you are still not satisfied, contact the Assistant Dean for Student Affairs in the College of Sciences, Dr. Estralita Martin (esmartin@mail.sdsu.edu). If your concerns remain unresolved, you may contact the University Ombudsman. Students must exhaust informal levels of redress before filing a formal grievance with the Student Grievance Committee.

Land Acknowledgement

For millennia, the Kumeyaay people have been a part of this land. This land has nourished, healed, protected, and embraced them for many generations in a relationship of balance and harmony. As members of the San Diego State University community, we acknowledge this legacy. We promote this balance and harmony. We find inspiration from this land, the land of the Kumeyaay.

Schedule of Topics, Quizzes, and Examinations

Date		***Class Meeting***
Module 1. Cognitive Processes		
January	21	Introduction
	23	Defining Stereotype, Prejudice, & Discrimination
	28	Social Categorization
	30	Stereotype Development and Maintenance
February	4	Stereotype Activation and Application
Module 2. Social and Motivational Foundations		
	6	Conflict between Groups
	11	Social Identity and Intergroup Biases
	13	Social Dominance
	18	Reducing Uncertainty + Mini Review Session for Test 1
	20	**TEST 1** (Modules 1 & 2) **11:00 AM - 12:15 PM** [**Quiz 1 due***]
Module 3. Contemporary Prejudices		
	25	Implicit Biases
	27	Aversive Prejudice
March	4	Ambivalent Prejudice
	6	Denying Structural Inequities

Module 4. Dealing with Stereotypes and Prejudices		
	11	Microaggressions
	13	Intergroup Disparities [**Mid-Semester Teaching Evaluation due***]
	18	Impact of Discrimination
	20	Privilege + Mini Review Session for Test 2
	25	**TEST 2** (Modules 3 & 4) **11:00 AM - 12:15 PM** [**Quiz 2 due***]
Module 5. Living in a Diverse World		
	27	Intergroup Contact
		SPRING BREAK
April	8	Intergroup Ideologies
	10	Embracing vs. Resisting Diversity
	15	Experiencing Diversity
	17	Space, Time, and Intergroup Biases
Module 6. Reducing Stereotyping, Prejudice, and Discrimination		
	22	Self-Regulating Biases
	24	Addressing Biases
	29	Equity and Diversity Initiatives
May	1	Diversity Training + Mini Review Session for Test 3
	6	**TEST 3** (Modules 5 & 6) **11:00 AM - 12:15 PM** [**Quiz 3 due***]
	8	Review Session
	13	**FINAL EXAM** (Modules 1-6) **10:30 AM - 12:30 PM**

* Due on Canvas by 11:00 AM.