

## PSY 442. Prejudice and Stereotypes

SDSU – Spring 2022 – Schedule # 23136

### Class Meetings

Class Days: Tuesday & Thursday

Class Times: 11:00 AM – 12:15 PM

Location When Online: [Zoom Link](#)

Location When Face-to-Face: Lamden Hall 347 (formerly EBA)

Platform: Canvas

**Instructor:** Dr. Thierry Devos

Phone: (619) 594-6911

Email: [tdevos@sdsu.edu](mailto:tdevos@sdsu.edu)

Office Hours: Monday 2:00-3:00 PM or by appointment

Office Hours Location: Life Sciences South (LSS) 273 or [Zoom Link](#)

**Graduate Teaching Assistant:** Lisandra Dobson

Email: [ldobson@sdsu.edu](mailto:ldobson@sdsu.edu)

Office Hours (via Zoom): Thursday 12:30 – 1:30 PM or by appointment

Office Hours Location: [Zoom Link](#)

### **Course Content and Purpose**

The goal of this course is to **provide students with a solid training in theories and research on prejudice and stereotyping**. We will examine important questions pertaining to 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 requirement 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 in others
5. Identify ways to interact in a more effective and sensitive manner 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. It is my intention 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, to listen to others' viewpoints, and to 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, Assignments, and Examinations*). We will learn about these topics in several ways including interactive presentations, demonstrations, exercises, discussions, readings, videos, and assignments. 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
- **Assignment:** One assignment 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

### Canvas

This course will use the Canvas learning management system. To access the site for this course, sign in at [canvas.sdsu.edu](https://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 a support for class meetings will be available on line before class meetings.

### Readings

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 “**Dig Deeper**” menus.

**IMPORTANT:** Material posted on Canvas (slides, assignments, 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 (see *Schedule of Topics, Assignments, and Examinations*). **Tests will be completed in class (on campus) unless SDSU mandates online instruction.** Each test covers 2 modules (8 lectures, 2 assignments, 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.

### **Assignments (30% = 6 x 10 pts = 60 pts)**

You will be asked to complete 6 assignments (demonstrations, exercises, observations, etc.). Detailed instructions will be provided on Canvas. Each assignment will be worth 10 pts. To earn maximum credit, you need to address all the questions in a satisfactory manner. Assignments should be submitted on Canvas by 11:00 AM on the due date (see *Schedule of Topics, Assignments, and Examinations*). You may submit assignments up to one week after the deadline for partial credit (maximum 7 out of 10 pts). It is your responsibility to make sure that assignments were submitted successfully on Canvas. Penalties will not be waived based on screenshots of computer files (or similar documents).

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

Prior to each test, you will have the opportunity to complete 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 purpose.

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

## Schedule of Topics, Assignments, and Examinations

<i>Date</i>	<i>Class Meeting</i>
<b>Module 1. Cognitive Processes</b>	
January	20 Introduction
	25 Defining Stereotype, Prejudice, & Discrimination
	27 Social Categorization
February	1 Stereotype Development and Maintenance [ <b>Stereotypes about Native Americans – Assignment due*</b> ]
	3 Stereotype Activation and Application
<b>Module 2. Social and Motivational Foundations</b>	
	8 Conflict between Groups
	10 Social Identity and Intergroup Biases
	15 Social Dominance
	17 Reducing Uncertainty + Mini Review Session for Test 1 [ <b>Race and Identities in America – Assignment due*</b> ]
	22 <b>TEST 1 (Modules 1 &amp; 2) 11:00 AM - 12:15 PM [Quiz 1 due*]</b>

### Module 3. Contemporary Prejudices

	24	Implicit Biases
March	1	Aversive Prejudice
	3	Ambivalent Prejudice [ <b>Implicit Association Test – Assignment due*</b> ]
	8	Denying Structural Inequities

### Module 4. Dealing with Stereotypes and Prejudices

	10	Microaggressions
	15	Stereotype Threat [ <b>Mid-Semester Teaching Evaluation due*</b> ]
	17	Coping with Discrimination [ <b>Understanding Microaggressions – Assignment due*</b> ]
	22	Privilege + Mini Review Session for Test 2
	24	<b>TEST 2 (Modules 3 &amp; 4) 11:00 AM - 12:15 PM [Quiz 2 due*]</b>
		<b>SPRING BREAK</b>

### Module 5. Living in a Diverse World

April	5	Intergroup Contact
	7	Intergroup Ideologies
	12	Embracing vs. Resisting Diversity [ <b>Personal Experience of Intergroup Contact – Assignment due*</b> ]
	14	Experiencing Diversity

### Module 6. Reducing Stereotyping, Prejudice, and Discrimination

	19	Self-Regulating Biases
	21	Addressing Biases
	26	Equity and Diversity Initiatives [ <b>Apology for Prejudice – Assignment due*</b> ]
	28	Diversity Training + Mini Review Session for Test 3
May	3	<b>TEST 3 (Modules 5 &amp; 6) 11:00 AM - 12:15 PM [Quiz 3 due*]</b>
	5	Review Session
	10	<b>FINAL EXAM (Modules 1-6) 10:30 AM - 12:30 PM</b>

\* Due on Canvas by 11:00 AM.

### Communication

The best way to reach me is via email ([tdevos@sdsu.edu](mailto: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 us.

My preferred gender pronouns are he, him, his. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name and/or gender pronoun. Please advise me of this early in the semester so that I may make appropriate changes to my records.

## ***Religious Observances***

The University Policy File includes the following statement on Absence for Religious Observances: By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances. Therefore, if you foresee that the date of a religious observance coincides with a test or exam date, please see me before the end of the second week of the semester.

## ***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.

## ***COVID-19 Policies***

Please always follow SDSU policies regarding the COVID-19 virus. As the situation continues to evolve, regulations and recommendations are likely to change. Visit the university's [COVID-19 website](#) frequently, as the site is updated with current information. The site provides detailed information about the campus vaccination and facial covering policies, as well as links to useful resources for students. **Do not come to campus if you do not feel well. Remain home and monitor your symptoms and seek medical attention as needed.**

## ***Accommodations***

SDSU via the [Student Ability Success Center](#) (SASC) provides accommodations for students with documented disabilities or medical conditions covered under the Americans with Disabilities Act (ADA). In keeping with current public health guidance, I cannot provide arrangements to students without an ADA-qualified disability or medical condition.

If you are a student with a disability and are in need of accommodations for this class, please contact the Student Ability Success Center at [sascinfo@sdsu.edu](mailto:sascinfo@sdsu.edu) (or go to [sdsu.edu/sasc](https://sdsu.edu/sasc)) as soon as possible. Please know accommodations are not retroactive, and I cannot provide accommodations based upon disability until I have received an accommodation letter from the Student Ability Success Center. SASC registration and accommodation approvals may take up to 10-14 business days, so please plan accordingly.

## ***Absences Due to Illness, Injury, Accident, or Emergency***

In the event that you need to miss class due to an illness, injury, accident, or emergency, you are welcome to contact me ([tdevos@sdsu.edu](mailto:tdevos@sdsu.edu)), but you don't have to. However, if the illness, injury, accident, or emergency prevents you from completing academic work by the due date, please contact me as soon as possible.

## ***Student Concerns, Problems, and Complaints***

If at any time there are issues with the conduct of this course, including lectures, activities, assignments, and exams, please contact me immediately. We will work together to address your

concerns. If this does not satisfy your concerns, please contact the Psychology Department Chair, Dr. Paul Gilbert ([pgilbert@sdsu.edu](mailto: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](mailto:esmartin@mail.sdsu.edu)). If your concerns remain unresolved, you may contact the [University Ombudsman](#). Failure to follow University procedures in registering complaints may be considered a violation of the [Student Conduct Code](#).

## ***Academic Honesty***

The University adheres to a strict policy prohibiting cheating and plagiarism. Examples of academic dishonesty include but are not limited to:

- Copying, in part or in whole, from another's test or other examination;
- Obtaining copies of a test, an examination, or other course material without the permission of the instructor;
- Collaborating with another or others in coursework without the permission of the instructor;
- Falsifying records, laboratory work, or other course data;
- Submitting work previously presented in another course, if contrary to the policies of the course;
- Altering or interfering with grading procedures;
- Assisting another student in any of the above;
- Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work);
- Copying and pasting work from an online or offline source directly and calling it one's own;
- Using information found from an online or offline source without giving the author credit;
- Replacing words or phrases from another source and inserting one's own words or phrases.

Unauthorized recording or dissemination of virtual course instruction or materials by students, especially with the intent to disrupt normal university operations or facilitate academic dishonesty, is a violation of the Student Conduct Code. This includes posting of exam problems or questions to on-line platforms. Violators may be subject to discipline.

The California State University system requires instructors to report all instances of academic misconduct to the Center for Student Rights and Responsibilities. Academic dishonesty will result in disciplinary review by the University and may lead to probation, suspension, or expulsion. Instructors may also, at their discretion, penalize student grades on any assignment or assessment discovered to have been produced in an academically dishonest manner.

## ***Student Privacy and Intellectual Property***

The [Family Educational Rights and Privacy Act](#) (FERPA) mandates the protection of student information, including contact information, grades, and graded assignments. I will use Canvas and email to communicate with you, and I will not post grades or leave graded assignments in public places. Students will be notified at the time of an assignment if copies of student work will be retained beyond the end of the semester or used as examples for future students or the wider public. Students maintain intellectual property rights to work products they create as part of this course unless they are formally notified otherwise.



## ***Academic Support Services and Help***

A complete list of all academic support services—including the [Writing Center](#) and [Math Learning Center](#)—is available on the Student Affairs' [Academic Success](#) website. Additional resources are available on the [College of Sciences Student Success Center](#) website.

Need help finding an advisor, tutor, counselor, or require emergency economic assistance? The [SDSU Student Success Help Desk](#) is here for you. Student assistants are available during the academic term via Zoom **Monday through Friday, 9:00 AM to 4:30 PM** to help you find the office or service that can best assist with your particular questions or concerns.

**Counseling & Psychological Services** (619-594-5220, [sdsu.edu/cps](https://sdsu.edu/cps)) offers a range of psychological services for students. Emergency support is available after hours at the same phone number. The **San Diego Access and Crisis Line** can also be accessed 24 hours/day (1-888-724-7240).

## ***Sexual Violence / Title IX Mandating Reporting***

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I am a mandated reporter in my role as an SDSU employee. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. However, I am required to share information regarding sexual violence on SDSU's campus with the Title IX coordinator, Gail Mendez (619-594-6464). She (or her designee) will contact you to let you know about accommodations and support services at SDSU and possibilities for holding accountable the person who harmed you. Know that you will not be forced to share information you do not wish to disclose and your level of involvement will be your choice. If you do not want the Title IX Officer notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and discuss options for pursuing a University or criminal investigation. Sexual Violence Victim Advocate (619-594-0210) or Counseling and Psychological Services (619-594-5220, [psycserv@sdsu.edu](mailto:psycserv@sdsu.edu)). For more information regarding your university rights and options as a survivor of sexual misconduct or sexual violence, please visit [titleix.sdsu.edu](https://titleix.sdsu.edu).

## ***SDSU Economic Crisis Response Team***

If you or a friend are experiencing food or housing insecurity, technology concerns, or any unforeseen financial crisis, it is easy to get help! Visit [sdsu.edu/ecrt](https://sdsu.edu/ecrt) for more information or to submit a request for assistance.

SDSU's Economic Crisis Response Team (ECRT) aims to bridge the gap in resources for students experiencing immediate food, housing, or unforeseen financial crises that impact student success. Using a holistic approach to well-being, ECRT supports students through crisis by leveraging a campus-wide collaboration that utilizes on- and off-campus partnerships and provides direct referrals based on each student's unique circumstances. ECRT empowers students to identify and access long-term, sustainable solutions in an effort to successfully graduate from SDSU. Within 24 to 72 hours of submitting a referral, students are contacted by a member of ECRT and are quickly connected to the appropriate resources and services.