

Honours Seminar: Stereotyping and Prejudice  
Psychology 455, (Section 003)  
Fall, 2011

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Office Hours: Thursdays & Fridays 3:30-4:30  
Meetings:  
12:30-03:20Th EV3 3406

**Course Description:**

In this course, we will discuss diverse theories on stereotypes and prejudice from the perceivers' and the targets' perspectives. More specifically, we will examine how, when and why people are prejudiced and use stereotypes and how people react when others use stereotypes and are prejudiced against them. This course is designed so that you can meet the following objectives:

1. Become familiar with the broad range of theories of stereotyping and prejudice
2. Learn the basics of research methodology and be able to critically evaluate the quality of research
3. Improve writing and oral communication skills through class discussions, presentations and written assignments

**Readings:**

All required journal articles are available on UW ACE to be printed out. You are encouraged to read the articles being presented by other students, but these readings are optional.

## Course Requirements:

### 1) Discussion Questions (7 %), approximately ½ of a page for each question, single-spaced (total = 1 page)

To facilitate your preparation for class and to encourage critical analysis of the literature, you will write at least two discussion questions (one question for each journal article) and your thoughts regarding the questions (e.g., what you think about the issue, how you would conduct a study to test a hypothesis etc...) **based on two journal articles (marked with asterisks)** in preparation for each seminar meeting. **The questions should be posted on Discussion Forum in UW ACE by Tuesday midnight.** You should read your classmates' posted discussion questions before class. Your discussion questions will serve as a stimulus for class discussion.

Your marks are on a pass-fail basis. If your questions are not based on theories/concepts covered in the assigned readings, you will not receive credit for this assignment.

### 2) Class Participation (20 %)

This is a seminar course, focusing on in-depth discussion of weekly reading and student presentations. Each student is expected to read the assigned readings with an analytical, inquiring perspective, enabling thoughtful contributions to discussions. It is essential that you read and understand the readings.

We are a learning community, which means that everyone's perspective is respected and valued...whether or not we agree with one another on certain issues. Meaningful knowledge comes from exposure to different perspectives and taking ownership of the ideas and information that are most valid and contribute to your understanding of the world. Therefore, **your active contribution to class discussions is necessary and required.** Students should arrive each class with some definite opinions about the material they read and be prepared to voice them to the class.

### 3) Article Presentation (13 %)

Two or three students will be presenting each journal article and lead a discussion concerning the article using PowerPoint. When you present, keep in mind that the rest of the class will not have read the article. You should describe the research carefully, including the theoretical background, the hypotheses, the design, the method, and a summary of the results. In addition, a good presentation will "go beyond" the article itself. For example, you could discuss implications of the research and relate it to other ideas (e.g., material covered in this course, other psychology courses or your own personal experience), or you could conduct a class activity or demonstration or play relevant clips.

You will lead the class in a discussion of topic examples (e.g., recent events, prevalent issues and potential problems). You should also prepare a short list of questions for the class to discuss. The discussion should be designed to spark debate about the external validity of the theory (i.e., the applicability to "real world" issues). The presentations should be 30 minutes long including

discussion. **Submit your PowerPoint file to the electronic drop box on UW ACE 24 hours before your presentation.**

4) Application Presentation (20 %)

For this presentation, you will apply psychological concepts/ theories to a real life example (e.g., your personal experience, news, video clips etc...). The presentation will begin with the description of an example. Then, you will analyze the example using psychological concepts/ theories and apply them to the example. Then, you will include an extensive discussion of your own thoughts regarding the theories and applications. The presentation will include an analysis of the issues (what, who, when, where and why) based on recent journal articles that you have chosen. You can choose any journal articles as long as they are peer reviewed.

The presentation should be **30 minutes including class discussion. Submit your PowerPoint file to the electronic drop box on UW ACE within 24 hours before your presentation.**

5) Application Paper (40 %) Due: (November 17<sup>th</sup>) in class (a hard copy) and UW ACE

Each student will submit an 8-10 page paper based on your application presentation. It must follow the APA format. A hard copy and an electronic copy (drop box on UW ACE) must be submitted during the class on **November 17<sup>th</sup>**.

**Missed Classes and Late Assignments:**

I expect that everyone will attend class. If you miss a class without notifying me of the reason, you will lose your participation mark for the week.

If you have to miss a class, email me in advance or as soon as possible. If you cannot submit your assignments (e.g., weekly discussion questions, application paper etc...) by the deadline, contact me immediately. I will deal with these situations on a case-by-case basis.

I assume that all the work that you submit will be your own work. No plagiarism will be tolerated. As you probably know, the Undergraduate catalogue defines plagiarism as “the act of presenting the ideas, words or other intellectual property of another as one’s own.” This means that you will not submit someone else’s work or copy someone else’s work. You are expected to cite other people’s work properly. You should read Policy #71 found on page 1:11 in the Undergraduate Catalogue and at (<http://www.adm.uwaterloo.ca/infosec/policies/policy71.html>) on the web for a full discussion of these matters.

Note: The assigned readings are marked with asterisks (\*\*) and will be posted as PDF files on UW ACE

Week 1	September 15 <sup>th</sup>	Organizational meeting & introduction **Jordan & Zanna (2000). How to read a journal article in social psychology. In C. Stangor (Ed.), <i>Stereotypes and Prejudice</i> . Psychology Press.	Presenters
Week 2	September 22 <sup>nd</sup>	1. Automatic Stereotyping  **Correll et al. (2002) ** Mskowitz, et al. (1999)  a) Dovidio et al. (2002) b) Macrae et al. (1994)	
Week 3	September 29 <sup>th</sup>	2. Gender and Sexism  ** Stout et al. (2010) ** Morton, et al. (2009) a) Brescoll & LaFrance (2004) b) Dardenne et al. (2007)	
Week 4	October 6 <sup>th</sup>	3. Motivations  ** Fein & Spencer (1997) **Jordan, Spencer, & Zanna (2005) a) Sinclair & Kunda (1999) b) Monin & Miller (2001) c) Blanchard et al. (1994)	
Week 5	October 13 <sup>th</sup>	4. Intergroup relationships ** Cohen & Garcia (2005) ** Vorauer & Sasaki (2011)  a) Maass, Ceccarelli & Rudin (1996) b) Mendoza-Denton et al. (2008) c) Rydell et al. (2009)	

Week 6	October 20 <sup>th</sup>	5. Values and prejudice  **Uhlmann & Cohen (2005) **Williams & Eberhardt (2008) a) Dovidio & Gaertner (2000) b) Quinn & Crocker (1999)	
Week 7	October 27 <sup>th</sup>	6. Stigma and identity  **Walton & Cohen (2007) **Cohen, Steele & Ross (1999)  a) Aronson & Inzlicht (2004) b) Spencer, Steele & Quinn (1999)	
Week 8	November 3 <sup>rd</sup>	7. Reducing prejudice **Walton & Spencer (2009) **Kawakami et al. (2009) a) Richeson & Trawalter (2005) b) Son Hing, Bobocel, & Zanna (2002)	
Week 9	November 10 <sup>th</sup>	Application presentations	
Week 10	November 17 <sup>th</sup>	Application presentations	
Week 11	November 24 <sup>th</sup>	Application presentations	
Week 12	December 1 <sup>st</sup>	Application presentations	

### **Cross-listed course:**

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

### **The Official Version of the Course Outline**

If there is a discrepancy between the hard copy outline (*i.e., if students were provided with a hard copy at the first class*) and the outline posted on UW-ACE, the outline on UW-ACE will be deemed the official version. Outlines on UW-ACE may change as instructors develop a course, but they become final as of the first class meeting for the term.

### **Accommodations for Students with Disabilities**

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

### **Concerns about the Course or Instructor (Informal Stage)**

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Dr. Colin Ellard) is available for consultation and to mediate a resolution between the student and instructor. Dr. Ellard's contact information is as follows:

Email: cellard@uwaterloo.ca  
Ph. 519-888- 4567 ext. 36852

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 and 71 below for further details.

### **Academic Integrity, Academic Offenses, Grievance, and Appeals**

To protect course integrity, as well as to provide appropriate guidance to students, course outlines in the Faculty of Arts must include the following note on avoidance of academic offenses:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and

responsibility. [Check <http://www.uwaterloo.ca/academicintegrity/> for more information.]

**Discipline:** A student is expected to know what constitutes academic integrity [check <http://www.uwaterloo.ca/academicintegrity/>], to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about 'rules' for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 - Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

**Academic Integrity website (Arts):**  
[http://arts.uwaterloo.ca/arts/ugrad/academic\\_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

**Academic Integrity Office (UW):** <http://uwaterloo.ca/academicintegrity/>

**Students who are requesting accommodation for course requirements (*assignments, midterm tests, final exams, etc.*) due to illness** should do the following:

- seek medical treatment as soon as possible and obtain a completed UW Verification of Illness Form:  
[http://www.healthservices.uwaterloo.ca/Health\\_Services/verification.html](http://www.healthservices.uwaterloo.ca/Health_Services/verification.html)
- submit that form to the instructor within 48 hours.
- (preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

**In the case of a missed final exam,** the instructor and student will negotiate an extension for the final exam which will typically be written as soon as possible, but no later than the next offering of the course.

**In the case of a missed assignment deadline or midterm test,** the instructor will either:

1. waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or

2. provide an extension.

**In the case of bereavement,** the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.