



STEREOTYPING, PREJUDICE, AND DISCRIMINATION

The University of Toledo
Department of Psychology
PSY 3730 – 901

Instructor:	Xinni Chan (Sydney)	Term:	Spring 2016
Email:	xinni.chan@rockets.utoledo.edu	Class Location:	Online
Office Hours:	by appointment	Credit Hours:	3.0
Office Location:	UH 6210	Course Website:	blackboard.utdl.edu
Office Phone:	419-530-2528		

GENERAL EDUCATION-USA DIVERSITY

This course satisfies the General Education Curriculum Multicultural requirement for Diversity of US culture.

COURSE DESCRIPTION

This course will examine issues of, and related to, stereotyping, stereotypes, prejudice, and discrimination from a social psychological perspective with a special emphasis on racism, sexism, and other social injustice. Human differences will be investigated psychologically and culturally, which plays a role in stereotyping, stereotypes, prejudice and discrimination. Understanding and appreciating human differences helps us to reduce negative stereotypes, prejudice, and discrimination.

COURSE GOALS AND LEARNING OBJECTIVES

The course attempts to enhance students' understanding of past and current social and intergroup relations (e.g., racism, sexism) by examining their many psychological underpinnings. Students should gain a better understanding and appreciation of human differences and similarities by examining the complexity of stereotyping, prejudice and discrimination from a unique perspective.

Specific learning objectives primarily include the following:

1. To understand and compare basic concepts, theories, research findings involving racial/ethno-cultural and sexual stereotyping, stereotypes, prejudice, and discrimination;
2. To think critically and examine seriously various social problems related to race, ethnicity, gender, class, age etc., primarily in the United States;
3. To learn how to use psychological knowledge and skills and how to apply them to work on social problems realistically and practically;
4. To learn how to better understand and appreciate human differences and to respect and protect group identities and their rights; and
5. To learn to be more humanistic and humanitarian toward each other due to similarities among human beings.

TEACHING STRATEGIES

This online course is designed to stimulate student learning through web-based delivery of readings, and video, as well as independent and collaborative activities involving discussion, reflection, and group activities. No on-campus meetings will be required.



PREREQUISITES

PSY 1010 for level undergraduate with minimum grade of D-

REQUIRED TEXTS

A cluster of articles or book chapters on stereotypes, prejudice and discrimination (to be loaded on line or shared in class).

Optional/Suggested (But Not Required) Materials

Whitley, B. E. & Kite, M. E. (2010). The psychology of prejudice and discrimination. Wadsworth Genage Learning (certain materials to be presented via ppt already included in the required materials above)

Lee, Y-T., Jussim, L., & McCauley, C. (1995). Stereotype accuracy: Toward appreciating group differences. Washington, D. C.: American Psychological Association (certain pdf chapters already included in the required materials above).

TECHNOLOGY REQUIREMENTS

You need to have access to a properly functioning computer throughout the semester. The [Browser Check Page](#) will perform a system check on your browser to ensure that your browser settings are compatible with [Blackboard](#).

In the meantime, you need to make sure a high-speed internet access as dial-up may be slow and limited in downloading information and completing online tests. This course does contain streaming video content.

UNIVERSITY POLICIES

Policy Statement on Non-Discrimination on the basis of Disability (ADA)

The University is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance](#).

ACADEMIC ACCOMMODATIONS

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the Student Disability Services Office.

ACADEMIC POLICIES

Academic Honesty: Any dishonesty including cheating or plagiarism will result in an F.

Students with disabilities: Reasonable accommodations are available for students with a documented disability.

COURSE EXPECTATIONS

This fully online course is designed to stimulate student learning through the web-based delivery of readings, video, audio, as well as collaborative activities involving asynchronous discussion. If you have any concern or issue related to technology should be directed to me at xinni.chan@rockets.utoledo.edu or utlv@utoledo.edu or utdl@utoledo.edu.

Note: the deadlines for the discussion topics are the LAST day on which you can submit a response. You can post your comments any other time before the deadline. You have a THREE-DAY period for you to take each exam. I strongly suggest that you post your response to the discussion early and take the



exams on the first day on which they are posted in order to avoid you to experience any technical problems that can preclude you from posting a comment or submitting an exam prior to the deadline, do not send me a message regarding this issue. There will be nothing that I can do at that point to assist you in obtaining credit for that assignment.

My expectations about you in this course include the following:

1. I expect that you will read all the reading assignments in their entirety in a timely manner throughout the course.
2. I expect that you will participate the discussions and post your comments in a timely manner and by the designated deadlines. It is your responsibility to meet the designated deadlines for each assignments.

Note: because this course involve online discussions, you must learn how to agree to disagree. Because we are different from each other as human individuals, we learn to understand and appreciate human differences.

WORKWEEK

This fully online course runs the weeks from Mondays through Sundays (begin at 12:00 AM Monday morning and end at 11:59 PM on Sunday night). The materials for any week will be posted by Monday morning of that week under appropriate folder.

GRADING

Your grade will be based on the following work: 6 postings on Discussion Boards; Score on Test 1 and 2; 6 Quizzes, and a project.

Items	Numbers	Points
Discussion Boards	6 boards for 10 points each	60
Quizzes	6 quizzes for 10 points each	60
Midterm Test 1	Module 1-3	30
Final Test 2	Module 4-6	30
Applied Research Project	2 interviews report	20
	Total	200

Discussion Boards: There are 6 Discussion Boards each worth 10 points (6 x 10 = 60). On Monday morning of each new module, a series of discussion questions will be posted in the discussion forums for that module. To earn full credit, you must reply to the initial module questions by Thursday at 11:59 pm. and respond to the postings of at least two of your peers by Sunday at 11:59 pm on the deadline’s week. Please review the rubric below to see the grading for the Discussion Board Postings.

Grading Rubric for Discussion Board Postings

Level	Exceptional	Satisfactory	Novice
Knowledge and Application	Grasps major concepts and key ideas of the topic. Thinks critically and creatively. Offers both positives and negatives of	Understands major concepts. Shows creative thinking. Offers minimal positives and negatives. Needs to offer some	Responded with one or two sentences. Little creative or critical thinking. Did not express own ideas or opinions.

	position. Offers new interpretations of material. [4 points]	stronger support for ideas. [3 points]	Few connection to personal views. Needs significant improvement. [2 points]
Organization	Presents positions in an organized manner. Clear and concise in stating point. Good transitions between ideas. Excellent summary or conclusion. [3 points]	Presents clear concepts. Some new ideas; overuse of simple sentences. Most thoughts are clear and concise. Only three sentences in postings. [2 points]	Difficulty articulating ideas. Seems to borrow others ideas. Needs to elaborate more support for ideas. [1 points]
Quantity and Timeliness	Submits one initial post early in the session and more than two peer responses closer to the end of session. [2 points]	Submits one initial post early in the session and two peer responses closer to the end of the session. [1 points]	Submit one initial post early in the session and/or does not submit at least two peer responses closer to the end of the session. [1/2 points]
Spelling and Mechanics	Contains grammatically correct sentences without any spelling errors. [1 points]	Have one or more grammatically incorrect sentences and two spelling errors. [1/2 points]	Incomplete sentences. Or two or more of the sentences are grammatically incorrect. Greater than two spelling errors. [0 points]

Tests: There will be a Midterm and a Final test (each worth 30 points). Each test will be comprised of a number of multiple-choice questions drawn from the reading materials. You will have 45 minutes to complete each test. You are not allow to use your reading materials or notes during these tests because you will not have to time to use them. Prepare yourself as if you take an in-class exam. You must take the test on one of the three days from 12:00 AM on day 1 until 11:59 PM on day 3 (see course schedule for test dates). The Midterm test 1 will cover the reading materials from module 1 – 3 whereas the Final test 2 will cover the reading materials for remaining modules. ***Note: You only can take the test once.**

Applied Research Project and Criteria:

Grading Rubric for Applied Research Project

Category	Excellent	Good	Acceptable	Unacceptable
Introduction	Strong introduction of topic's key question(s). Clearly delineates subtopics to be reviewed. [5 points]	Convey topic and key question(s). Clearly delineates subtopics to be reviewed. [4 points]	Convey topic, but not key question(s). Describes subtopics to be reviewed. [3 points]	Does not adequately convey topic. Does not describe subtopics to be reviewed. [2 points]

Compare & Contrast	Strong organization and theories integration of similarities and differences of two interviewees. [5 points]	Good organization and theories integration of similarities and differences of two interviewees. [4 points]	Clear organization and theories integration of similarities and differences of two interviewees. [3 points]	Logical organization and theories integration of similarities and differences of two interviewees. [2 points]
Conclusion	Strong review of key conclusions. Strong integration. Insightful discussion of impact of the researched material on topic. [4 points]	Strong review of key conclusions. Discusses impact of researched material on topic. [3 points]	Review of key conclusions. Discusses impact of researched material on topic. [2 points]	Does not contain conclusions. Does not discuss the impact of researched material on topic. [1 points]
Grammar & Mechanics	The paper is free of grammatical errors and spelling & punctuation. [3 points]	Grammatical errors of spelling & punctuation are rare and do not detract from the paper. [2 points]	Very few grammatical, spelling or punctuation errors interfere with reading the paper. [1 points]	Grammatical errors or spelling & punctuation substantially detract from the paper. [1/2 points]
APA style & Flow	No errors in APA style. Scholarly style. Writing is flowing and easy to follow. [2 points]	Rare errors in APA style. Scholarly style. Writing has minimal awkward of unclear passages. [1 points]	Errors in APA style are noticeable. Writing has a few awkward or unclear passages. [1/2 points]	Errors in APA style. Writing is choppy, with many awkward or unclear passages. [0 point]
Citations & References	All references and citations are correctly written and present. [1 point]	One reference or citations missing or incorrectly written. [1/2 point]	Two references or citations missing or incorrectly written. [1/4 point]	References and citation errors significantly from paper. [0 point]

Quizzes: Each module will have one quiz (6 quizzes total). Each quiz is worth 10 points. **You can take each quiz twice and your highest grade will be recorded.** Use these as a guide to studying for the tests.

Extra credits: A series of extra credit opportunities will be offered as time goes. These generally include syllabus quiz, video discussions, and etc. These opportunities are worth up to 10 points. They will be opened only certain period of time. I strongly encourage you to seize these opportunities, they can bump up your grade a bit (i.e., from a B+ to an A-). I will let you know these opportunities by sending email.

Grade	Percentage (%)	Midterm Points	Final Points
A	95-100%	85-90	190-200
A-	90-94%	80-84	180-189



B+	85-89%	75-79	170-179
B	80-84%	70-74	160-169
B-	75-79%	65-69	150-159
C+	70-74%	60-64	140-149
C	65-69%	55-59	130-139
C-	60-64%	50-54	120-129
D+	57-59%	47-49	114-119
D	53-56%	43-46	106-113
D-	50-52%	40-42	100-105
F	Below 50%	below 40	Below 100

COMMUNICATION GUIDELINES

Email: You are expected to check your UT email account frequently for important course information. If you have any questions, please send me an email. I will try my best to respond to your email within 24 to 48 hours.

Netiquette: This course involves learning from each other's postings and comments. Thus, it is important to be courteous and civil when communicating with others. Take some time to familiarize yourself with the "dos" and "don'ts" of [Internet etiquette](#).

ACADEMIC AND STUDENT SUPPORT SERVICES

The following are the academic and student support services and resources which The University of Toledo offer to help you succeed in this course:

eTutoring Services

The [Ohio eTutoring Collaborative](#), in partnership with The University of Toledo, provides online tutoring support for all UT students.

eLibrary Services Portal

The [eLibrary](#) is a customized gateway to UT Libraries for online faculty and students. It was designed to help you locate the best online library resources without leaving Blackboard.

Student Disability Services

[Student Disability Services](#) provides accommodations and support services to students with disabilities.

Counseling Center

The [Counseling Center](#) is the university's primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services. The Counseling Center staff provide



counseling (individual and group), mental health and wellness programming, and crisis intervention services to help students cope with the demands of college and to facilitate the development of life adjustment strategies.

COURSE TENTATIVE SCHEDULE

*Tentative Schedule, Discussion Topics, and Reading Assignments, subject to change and adjustment (Next page).

Modules	Topics		Note
	Self-Introduction and Syllabus		
Module 0	Week 1 (1/11-1/17)	1. Self-introduction 2. Syllabus quiz	Syllabus quiz due (1/17)
	Introduction: Concepts, Examples, and Perspectives of SPD		
Module 1a	Week 2 (1/18-1/24)	1. Chart on Diversity 2. Lee, Y-T. (1993) 3. Lee, Y-T. (1996) 4. Module 1a ppt.	
Module 1b	Week 3 (1/25-1/31)	1. Lee, McCauley, Moghaddam, & Worchel (2004).	e-discussion 1 due (1/31)
	Debate, and Stereotype Accuracy and Inaccuracy, Diversity, White Privilege and Male Privilege, SPD Research Method		
Module 2a	Week 4 (2/1-2/7)	1. Other Important Info 2. Dr. Lee's PPT 3. Ottati & Lee (1995) 4. Lee & Duenas (1995)	
Module 2b	Week 5 (2/8-2/14)	1. Module 2b PPT 2. Lee & Jussim (2010)	e-discussion 2 due (2/14)
	Categorization		
Module 3a	Week 6 (2/15-2/21)	1. Stereotyping and Profiling PPT	
Module 3b	Week 7 (2/22-2/28)	1. Lee et al. (2007) 2. Lee et al. (2013)	e-discussion 3 due (2/28)
	Week 8 (2/29-3/6)	Applied (Interview) Project Begins Quizzes for Modules 1,2, and 3 due before Mar. 1 st ; Midterm test start from Mar. 2 nd at 12 am until Mar. 4 th at 11:59 pm	
	Week 9 (3/7-3/13)	Spring Break	
	Ingroup and Outgroup Stereotypes: US-China, Native American and White		
Module 4a	Week 10 (3/14-3/20)	1. Homogeneity and Native Americans PPT 2. Perceptions of Native Americans PPT 3. Lee & Ottati (1993)	
Module 4b	Week 11 (3/21-3/27)	1. Lee (1994)	e-discussion 4 due (3/27)
	Prejudice, Discrimination and Civil Rights		
Module 5a	Week 12 (3/28-4/3)	1. Lee (1994) 2. Different Forms of Prejudice PPT	
Module 5b	Week 13 (4/4-4/10)	1. Lee & Ottati (1995) and PPT 2. Theories PPT	e-discussion 5 due (4/10)
	SPD and Applied Areas		
Module 6a	Week 14 (4/11-4/17)	1. Lee, Vue, Seklecki, & Ma (2007) and PPT 2. From Prejudice to Discrimination PPT	

Module 6b	Week 15 (4/18-4/24)	1. Lee, Ottati, & Hussain (2001) and PPT 2. Slocum & Lee (2004)	Applied (interview) project due (4/24)
Module 6c	Week 16 (4/25-5/1)	1. Tsang, Corrigan, Angell et al (2007) and PPT	e-discussion 6 due (5/1)
	Week 17 (5/2-5/6)	Quizzes for Modules 4, 5, 6 due before May 3 rd Final test start from May 4 nd at 12 am until May 6 th at 11:59 pm	

References:

Module 1a

- (2). Lee, Y-T. (1993). Psychology needs no prejudice but the diversity of cultures. *American Psychologist*, 48, 1090-1091.
- (3). Lee, Y-T. (1996). It is difference, not prejudice, that engenders intergroup tension: Revisiting Ichheiserian research. *American Psychologist* 51(3), 267-268.

Module 1b

- (1). Lee, Y-T., McCauley, C., Moghaddam, F., & Worchel, S. (2004). The Global Challenge of Ethnic and Cultural Conflict. In Y-T. Lee, C. McCauley, F. Moghaddam & S. Worchel (Eds.), *The Psychology of Ethnic and Cultural Conflict* (pp. 3-20). Westport, CT: Praeger Publishers.

Module 2a

- (3). Ottati, V. & Lee, Y-T. (1995). Accuracy: A neglected component of stereotype research. In Y-T. Lee, L. Jussim, & C. McCauley (Eds.), *Stereotype accuracy: Toward appreciating group differences*. Washington, DC: The American Psychological Association.
- (4). Lee, Y-T. & Duenas, G. (1995). Stereotype accuracy in multicultural business. In Y. T. Lee, L. Jussim, & C. McCauley (Eds.), *Stereotype accuracy: Toward appreciating group differences*. Washington, DC: The American Psychological Association.

Module 2b

- (2). Lee, Y-T., & Jussim, L. (2010). Back in the real world. *American Psychologist*, 65(2), 130-131.

Module 3b

- (1). Lee, Y-T., Bumgarner, J., Widner, R., & Luo, Z-L. (2007). Psychological models of stereotyping and profiling in law enforcement: How to increase accuracy by using more non-racial cues. *Journal of Crime and Justice*, 30(1), 87-129.
- (2). Lee, Y-T., McCauley, C., & Jussim, C. (2013). Stereotypes as valid categories of knowledge, and human perceptions of group differences. *Social and Personality Psychology Compass*, 7(7), 470-486.

Module 4a

- (3). Lee, Y-T., & Ottati, V., (1993). Determinants of ingroup and outgroup perception of heterogeneity: An investigation of Chinese-American stereotypes. *Journal of Cross-Cultural Psychology*, 24, 298-318.



Module 4b

- (1). Lee, Y-T. (1994). Stereotypes, ingroup homogeneity and social identity theory in intergroup contact and comparison. *Sociological Theory (Teoria Sociologica)*, 3, 162-175

Module 5a

- (1). Lee, Y-T. (1994). Racial conflict in academic communities: An analysis of various forms of racism and prejudice. *IMPART: Journal of Open Mind*, 2, 78-86.

Module 5b

- (1). Lee, Y-T. & Ottati, V. (1995). Perceived In-group homogeneity as a function of group membership salience and stereotype threats. *Personality and Social Psychology Bulletin* 21(6), 612-621.

Module 6a

- (1). Lee, Y-T., Vue, S. Seklecki, R. & Ma, Y. (2007). How did Asian Americans Respond to Negative Stereotypes and Hate Crimes? *American Behavioral Scientist*, 51(2), 271-293.

Module 6b

- (1). Lee, Y-T., Ottati, V, Hussain, I. (2001). Attitudes toward to "Illegal" Immigration into the U. S.: California Proposition 187. *Hispanic Journal of Behavioral Sciences*, 23(4), 430-443.
- (2). Slocum, F. & Lee, Y-T. (2004). Racism, Racial Stereotypes and American Politics. In J. L. Chin (ed.), *The Psychology of Prejudice and Discrimination* (Volume 1, pp 61-93). Westport, CT: Praeger Publishers.

Module 6c

- (1). Tsang, H, W.H., Angell, B., Corrigan, P. W., Lee, Y.-T., Shi, K., Chow, S. L. , Jin, S., & Fung, K. M. T. (2007). A cross-cultural study of employers' concerns about hiring people with psychotic disorder: implications for recovery. *Social Psychiatry Psychiatric Epidemiology*, 42, 723-733.