8-19-2014
Fall 2014
Psy 3730  Stereotyping, Prejudice and Discrimination (SPD)

Professor: Dr. Yueh-Ting Lee
Online Fall 2014
DELIVERY Format 100% ON LINE
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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.

Required materials:
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)

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

Clarification and Your Option to Drop this Class

Academic freedom is very important to us. While we try to provide students with different or holistic information about SPD, it should be made clear that Dr. Lee has been doing research on SPD for the past 29 years and published numerous articles and several books in this area. Thus it is reasonable to include in this class many of the writings by Dr. Lee and his colleagues in addition to the ppt materials of your textbook by Whitley and Kite (2010) and other scholars. However, you have an option to drop this class at any time if you are against it or if you do not want to learn from his research as an expert directly. When you are in this class, you are expected to read carefully all e-materials assigned to you each week and discuss each module electronically in order to do well.

Class format, basic expectations, and Technology Issues

Because this is an online class, any concern or issue related to technology should be directed to Dr. Lee at yt.lee@utoledo and utlv@utoledo.edu or utdl@utoledo.edu. You may call distance education office at 419-530-8835 or 866-866-5336. This course will involve online discussion. Please be advised that we 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. As human beings, we learn to be humanitarian toward each other because we are also similar to each other.

Course-Learning Evaluation and Requirements

60%  Tests or Exams
20%  Applied Research Project
20%  Online discussion and e-participation (based on the quantity and quality of your scheduled time-sensitive e-discussion and e-quiz on each module)

Formula to estimate your performance and your course grade:

\[ [A = \text{or} > 95\%, \ A- = \text{or} > 90\%, B+ = \text{or} > 85\%, B = \text{or} > 80\%, B- = \text{or} > 75\%
C+ = \text{or} > 70\%, \ C = \text{or} > 65\%, C- = \text{or} > 60\%, D+ = \text{or} > 57\%, D = \text{or} > 53\%, D- = \text{or} > 50\%, \ F < 50\%] \]

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.

Exams or Tests (60%) There will be two exams or tests. Each test includes time-limited multiple-choice questions and/or other formats.

Applied Research Project and Criteria (20%):
You are expected to interview two persons from two different disadvantaged or victimized groups about their experience of stereotyping, prejudice and discrimination. You will ask two interviewees a list of questions on how, when, and where, they experienced SPD and how they dealt with it. Here are some sample questions:

1. Being a member of _____ (e.g., ethnic/racial minority or women, disability), how did you experience SPD when you were a child? In the past ten years?
2. Would you please give two examples of overt discrimination and two examples of covert or subtle discrimination?
3. How do you usually deal with social injustice related to SPD?
4. What should others, and society (or government) do to reduce SPD?

After the interviews, (1) you may summarize your raw answers or responses to those questions above and put them in an appendix in the end of your paper. If you do not put them in the appendix, you may just cite and put them in the main body of your paper. Either way will be acceptable (5%). You will (2) compare and contrast the results of two interviewees (e.g., their outcome similarities and differences, 5%) and (3) will be expected to use theories and knowledge (you have learned from the class) to analyze and explain your interview findings (6%). You are encouraged to use and cite reading materials assigned in class. The paper has five or six pages in length (double-spaced and APA styled). The length, the styles, and the rest will account for 4%.

Time sensitive E-Class discussion and participation (including practice e-quizzes) based on each scheduled module (20%): Students are expected to actively participate in e-class or online discussion which is scheduled and time-sensitive. All students are expected to check on line materials and have e-discussion regularly (almost every day).

Tentative Schedule, Discussion Topics, and Reading Assignments, subject to change and adjustment. Please pay attention to colored areas below.

SPD= Stereotypes, Prejudice and Discrimination      MK=Whitley and Kite (2010) via ppt

Module 1 for Week 1 and Week 2: Introduction: Concepts, Examples, and Perspectives of SPD (Graded e-discussion on this module due by the end of Week 2)

Week 1 (8/25-31) –Class begins on August 25
Ch 1—see PPT only


Week 2 (09/01-07)

9/01 M (Labor Day Holiday NO CLASS)
Module 2 for Week 3 and Week 4: Debate, and Stereotype Accuracy and Inaccuracy, Diversity, White Privilege and Male Privilege, SPD Research Method (Graded e-discussion on this module due by the end of Week 4)

Week 3 (9/08-9/14)
How to do research on SPD
WK Ch 2—see PPT only

Week 4 (9/15-9/21) Stereotype accuracy and inaccuracy
WK Ch 2 and Ch 3—see PPT only


Module 3 for Week 5 and Week 6: Categorization (Graded e-discussion on this module due by the end of Week 6)

Week 5 (9/22-9/28) Social categorization and stereotypes, Profiling in Law Enforcement
WK Ch 3 Ch 4—see PPT only

Week 6 (9/29-10/05)

Week 7 (10/06-10/12) All Practice Quizzes for Modules 1,2, 3 due before Oct. 5; Applied (Interview) Project Begins

E-Test1 due by 6:00pm on Oct. 10 this week

Module 4 for Weeks 8, and Week 9
Ingroup and Outgroup Stereotypes: US-China, Native American and White (Graded e-discussion on this module due by the end of Week 9)

Week 8 (10/13-10/19) Oct. 13 and Oct. 14 Fall Break
Outgroup and Ingroup, and Stereotypes


Week 9 (10/20-10/26) Group Comparison, US-China, Native American and White


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Module 5 for Weeks 10, 11 Prejudice, Discrimination and Civil Rights
(Graded e-discussion on this module due by the end of Week 11)

Week 10 (10/27-11/02)
Cover different forms of prejudice & civil rights
WK Ch 5 & 6—see PPT only


Week 11 (11/03-11/09)
Social Context of Prejudice and Stereotype Threat
WK Ch 9 & Ch 11—see PPT only


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Module 6 for Week 12, 13, 14 SPD and Applied Areas
(Graded e-discussion on this module due by the end of Week 14)

Week 12 (11/10-11/16)
Prejudice, Behavior and Discrimination, Hate Crime, and American Politics
WK Ch 9, WK Ch 10 see PPT only


Nov. 11 Veterans Day (No Class)

Week 13 (11/17-11/23) Applied (Interview) Project Due on Nov. 23

SPD in Communication, Immigration, Gender, Age, and Disabilities

Wk Ch 9—see PPT only


Week 14 (11/24-11/30) 
Thanksgiving Holidays on 11/27 through 12/01)


Week 15 (12/01-12/07) All the practice quizzes for Modules 4, 5, 6 due on 12/15

Week 16 (12/08-12/12) E-test 2 due for this week by 5:00pm on 12/12

Before 12/16 EVERYTHING WILL BE FINISHED in the final exam week.

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