

1-6-2013

Spring 2013

Psy 3730 Stereotyping, Prejudice and Discrimination (SPD)

Professor:	Dr. Yueh-Ting Lee
Online	Spring 2013
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)

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).

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 better understand and appreciate human differences and to respect and protect group identities and their rights; and
 4. learn how to use psychological knowledge and skills and how to apply them to work on social problems realistically and practically.
 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 28 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 and basic expectations

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 participation (based on the quantity and quality of your scheduled time-sensitive e-discussion on each module)

Formula to estimate your performance and your course grade:

[A = or > 95%, A- = or > 90%, B+ = or > 85%, B = or > 80%, B- = or > 75%

C+ = or > 70%, C = or > 65%, C- = or > 60%, D+ = or > 57%, D = or > 53%, D- = 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 (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, you compare and contrast the results of two interviewees (e.g., their outcome similarities and differences) and will use theories (you have learned from the class) to analyze and explain your interview findings. You are encouraged to use and cite reading materials assigned in class. The paper has 4 to 5 pages in length (double-spaced and APA styled).

Time sensitive E-Class discussion and participation 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.

Tentative Schedule, Discussion Topics, and Reading Assignments, subject to change and adjustment.

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 (1/7-13)

Ch 1—see PPT only

Lee, Y-T. (1993). Psychology needs no prejudice but the diversity of cultures. American Psychologist, 48, 1090-1091.

Week 2 (1/14-20)

Lee, Y-T. (1996). It is difference, not prejudice, that engenders intergroup tension: Revisiting Ichheiserian research. American Psychologist 51(3), 267-268.

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.

1/21 M (MLK 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 (1/22-27)

How to do research on SPD
 WK Ch 2—see PPT only

Peggy McIntosh: “White Privilege: Unpacking the Invisible Knapsack” (see <http://www.nymbp.org/reference/WhitePrivilege.pdf>) or also see White privilege via http://en.wikipedia.org/wiki/White_privilege)

Week 4 (1/28-2/3) Stereotype accuracy and inaccuracy

WK Ch 2 and Ch 3 – see PPT only

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.

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

Week 5 (2/3-10) Social categorization and stereotypes, Profiling in Law Enforcement

Week 6 (2/11-17)

WK Ch 3 Ch 4 – see PPT only

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, Vol. 30 (1)*, 87-129.

Week 7 (2/18-2/24) All Practice Quizzes for Modules 1,2, 3 due before Feb. 18 Applied (Interview) Project Begins

E-Test1 this week

**Module 4 for Weeks 8, and Week 10
Ingroup and Outgroup Stereotypes: US-China, Native American and White (Graded e-discussion on this module due by the end of Week 10)**

Week 8 (2/25-3/1)

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.

Week 9 March 4-10 Spring Break

Week 10 (3/11-17) Group Comparison, US-China, Native American and White

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

Module 5 for Weeks 11, 12 Prejudice, Discrimination and Civil Rights (Graded e-discussion on this module due by the end of Week 12)

Week 11 (3/18-24)

Cover different forms of prejudice & civil rights

WK Ch 5 & 6 – see PPT only

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.

Week 12 (3/25-31)

Social Context of Prejudice and Stereotype Threat

WK Ch 9 & Ch 11 – see PPT only

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

Module 6 for Week 13, 14, 15 SPD and Applied Areas

(Graded e-discussion on this module due by the end of Week 15)

Week 13 (4/1-7)

Prejudice, Behavior and Discrimination, Hate Crime

WK Ch 9, WK Ch 10 see PPT only

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.

Week 14 (4/8-14) Applied (Interview) Project Due

SPD in Science, Politics, Immigration, Gender, Age, and Disabilities

Wk Ch 9 – see PPT only

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.

Week 15 (4/15-21) Catch-up

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.

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.

Week 16 (4/22-4/28) All the practice quizzes for Modules 4, 5, 6 will be due on April 22

E-test 2 for this week (4/22-4/28)

Before May 1 EVERYTHING TO BE DUE in the final exam week.
