

Syllabus

Advanced Social Psychology--The Psychology of Prejudice (PSYC12H3)

Dr. Michael Inzlicht

Winter 2006

Thursday 3:00-5:00 AA112

Instructor: Dr. Michael Inzlicht

Office: SW414B

Phone: 416-208-4826

email: michael.inzlicht@utoronto.ca

Office Hours: Mondays 12:00 – 1:00

TA: Lisa-Marie Collimore

Office: H302E

Phone: 416-208-7182

email: lcollimore@oise.utoronto.ca

Office Hours: By appointment

Course Description

Martin Luther King jr. dreamed of a day when people of all colours and creeds would be judged as equals. Although we are closer to his dream, we have still not fulfilled it. This seminar will examine why that it by investigating the roots and effects of stereotypes and prejudice. Social categories, for example, are normal and helpful devices that allow perceivers to make quick inferences about group members; however, they also distort our judgment of individual people and lead us to overgeneralize. The course will examine discrimination from two distinct points of view: (1) From the people who hold prejudiced beliefs; and (2) From the people who are targets of prejudice. We begin the course by discussing how stereotypes form, why they persist, and why they often operate automatically. We then examine the impact of stereotypes on their targets, including how and when discrimination is perceived, how it affects performance and attributions of blame, and how people cope with it.

Required Text

- Nelson, T. D. (2006). The psychology of prejudice. Second Edition. Boston, MA: Pearson. Available at bookstore.
- Class Reader. The reader will contain four articles and chapters. Available at bookstore.

<u>Evaluation:</u>	<u>Date</u>	<u>Content</u>	<u>Weight</u>
Midterm	March 2	All material through Feb. 9	40%
Discussion	entire semester	Participation in Discussion Forum	10%
Final (non-cumulative)	TBD	All material Feb. 16 to Apr. 6	50%

Intranet

I will use the intranet to communicate with you (i.e. to make announcements) and so that you can each communicate with one another. Anything I hand-out in class will also be posted on the intranet; so the syllabus, class schedule and reading list are all there. The intranet is also the place you go to log-on to and participate in the discussion board. I recommend getting quickly acquainted with the intranet and checking it on a regular basis throughout the semester for announcements and messages. You do not need to apply for intranet access. If you are registered, you will automatically see this class when you log-on to the intranet. To access the

intranet, log onto <https://intranet.utsc.utoronto.ca/home.php?login=1>, enter your account name and password, and select Courses.

Discussion Forum

To foster active learning and participation--which is often difficult in a large class—I've created a discussion forum on the intranet. The forum should also be the first place you go when you have questions about course material. I expect everyone to participate by providing thoughtful comments/questions on the readings and lectures. These comments/questions might range from a couple of sentences to a short paragraph. I ask that you post at least 3 comments throughout the semester. Ten percent (10%) of your mark will be based on the quality/quantity of your forum contributions during the duration of the course. Your mark will be based on a general assessment of the quality of your posts. Some creative posts may go beyond what is discussed in the guidelines below, and will receive appropriate credit. Be your own editor and do not post excessively long messages. Also make sure to spellcheck and proofread your posts because we will take this into account when assessing the quality of your posts. Log onto: <http://www.utsc.utoronto.ca/~psya02/accessdiscussion.html> for examples and information about posting tips and posting etiquette.

Some important points to consider when posting:

- Discussions of prejudice can generate strong feelings and I ask that you to always be respectful of others even when you disagree with them. This holds both for those who may express views that may appear prejudicial, and to those who react to them.
- Excellent posts go beyond the information in the book or readings by relating what is learned in this class to other classes, to authoritative sources found in other books or the internet.
- Many folks will post clarification questions. Although these posts are valuable because they may echo many people's concerns, having someone from the class respond to the question is even more valuable and creates a self-sustaining internet community.

Lectures

The lecture slides will be posted on the web site a day or two after class. The amount of overlap between lectures and required readings will vary across topics, so you should read and attend the lectures.

Readings

The number of readings will vary per week and will sometimes include assigned chapters in the text plus additional articles from your course reader. Other weeks will focus solely on additional articles from the course reader.

Exams

Both midterm and final will consist of multiple-choice questions and short essays (50% lectures, 50% readings). PLEASE NOTE that students will only be allowed to write a deferred exam if they provide valid medical documentation on a UTSC Student Medical certificate.

Email Policy

My policy is to respond to emails within 2 *working* days of receipt. I am available to all my students and encourage you all to visit me during office hours (Mondays 12:00-1:00) even if it's to have a casual chat. However, given the size of the class and my already overflowing inbox, I am less encouraging of email. If you have questions or concerns, always check the course syllabus and intranet site first. If you can't find what you need, get to know your neighbour (get

his/her phone number and email) and ask him/her. You could also try posting a question in the discussion forum. If that doesn't work, contact your TA. If issues remain, email me or come to my office hours.

Course Schedule

DATE	TOPIC	READINGS
Week 1: Jan 12	Introduction, Definitions, & Concepts	Ch 1
Week 2: Jan 19	Development & Maintenance of Stereotypes	Ch 2
Week 3: Jan 26	Cognitive, Affective, & Motivational Approaches	Ch 3; Bodenhausen & Macrae (1996)
Week 4: Feb 2	Prejudiced Personality	Ch 4
Week 5: Feb 9	Modern Prejudice	Ch 5
Week 6: Feb 16	Intergroup Relations; Review for Midterm	Reynolds & Turner (2001)
Feb 23	Reading Week; No Class	
Week 7: Mar 2	Midterm	
Week 8: Mar 9	Experiencing Prejudice I: Stigma	Ch 6
Week 9: Mar 16	Class Cancelled; No Class	
Week 10: Mar 23	Experiencing Prejudice II: Stereotype Threat	Ch 6; Steele (1997)
Week 11: Mar 30	Ageism & Sexism	Ch 7 & 8; Glick & Fiske (2001)
Week 12: Apr 6	Reducing Prejudice; Review for Final	Ch 9 & 10