

## Syllabus

The Psychology of Prejudice (PSYC12H3)  
Dr. Michael Inzlicht  
Summer 2010

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### 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.
- Course Reader. The reader will contain five articles and chapters. Available online through Blackboard (under Course Documents)

<b>Evaluation:</b>	<b>Date</b>	<b>Content</b>	<b>Weight</b>
<b>Midterm</b>	TBD	All material through June 7	40%
<b>Final (non-cumulative)</b>	TBD	All material June 21 to July 26	60%

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## **Blackboard**

I will use Blackboard 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 Blackboard; so the syllabus, class notes, class schedule, and reading list are all there. Blackboard is also the place you go to log-on to and participate in the discussion board. I recommend getting quickly acquainted with Blackboard and checking it on a regular basis throughout the semester for announcements and messages. Also, please make sure to update your Blackboard account so that your correct email address is noted. You do not need to apply for Blackboard access. If you are registered, you will automatically see this class when you log-on to the intranet. To access Blackboard, log onto <http://www.utoronto.ca/>, scroll to the bottom of the screen and click on the "Portal Login," on this next page, again, click on to the "Portal Login," and here enter your UTORid and password, and voila you have access!

## **Discussion Forum**

To help foster communication between each of you, 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. Please feel free to use this space as our virtual classroom. So, post clarification questions! These posts are valuable because they may echo many people's concerns. Remember, however, to respond to questions as well as this will enhance the classroom experience and create a self-sustaining internet community.

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 along with each class. The amount of overlap between lectures and required readings will vary across topics, so you should read and watch the lectures.

## **Weboption**

The Weboption offers flexibility and control in the learning process. Lectures were given in the Winter of 2010 and were videotaped for the WebOption. Lectures have been digitized and uploaded to the Web where you can access them by streaming video. PowerPoint slides shown in class are presented side-by-side with the video of the lecture. You can access the lectures at [www.utoronto.ca/~psyc12/online.html](http://www.utoronto.ca/~psyc12/online.html).

**Important Note:** Because lectures were recorded in Winter 2010, **all dates mentioned in class are not valid.** These were dates for the Winter 2010 semester. If you have any questions about dates, consult this syllabus or Blackboard, which will be regularly updated. Also, note that some aspects of the Winter 2010 semester are different from the current summer session, most notably the fact that in the summer term I have **NOT assigned a term paper.** Please ignore all term paper references in class, and special lectures on the term paper (week 8). These do not apply for the summer 2010 term

### **Bonus paper**

In the live section of the class, we used i-clicker remote polling technology to have students interact with me, live, in class. As an incentive for students in the live section, I gave students an extra 2% if they bought and used their i-clickers in class. However, since all of you will be taking this class as a weboption, you will not be able to use i-clickers from home. Instead, if you want to get the 2 bonus points, I am giving you the option of writing a short (2-4 pages) paper on a topic that I will assign within the first few weeks of class. I will clarify this later in the semester.

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site

### **Course Readings**

The number of readings will vary per week and will sometimes include assigned chapters in the text plus additional articles that you can find on Blackboard under "Course Documents." Other weeks will focus solely on additional articles from the course reader.

### **Exams**

Both midterm and final will consist of multiple-choice questions (50% lectures, 50% readings). The mid-term is worth 40% of your grade and the final, 60%. PLEASE NOTE there will not be a deferred mid-term exam. If you provide valid medical documentation on a UTSC Student Medical certificate that documents your absence from the mid-term, your final exam will be re-weighted and worth 100% instead of 60%. Both midterm and final will take place on a date and location to be determined. The midterm will be held during the week of June 14<sup>th</sup>.

The midterm will cover lectures 1, 2, 3, 4, 5, 6, chapters 1, 2, 3, 4, 5, and Bodenhausen & Macrae (1996) and Greenwald, McGhee, & Schwartz (1998) from the course reader.

The final will be non-cumulative and will cover lectures 8, 9, 10, 11, 12, chapters 6, 7, 8, 9, 10, and Brewer (1991), Steele (1997), and Glick & Fiske (2001) from the course reader.

### **No Term Paper**

Unlike in the live section of the class—recorded in the Winter of 2010—I am not assigning a term paper for the summer session. So any mention of the term paper in the pre-recorded lectures should be ignored.

### **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 1:00-2:00) 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 Blackboard site first. If you don't find your answer there, consult the FAQ on Blackboard. You could also try posting a question in the discussion forum. If that doesn't work, contact your TA. If issues remain, come to my office hours.

### **FAQ**

Please note there is a lengthy FAQ document on Blackboard. This contains a collection of common questions I am asked by students. **If you have a question that appears on the FAQ, I will not answer it by email.** It is your responsibility to try and get your question answered by the documents I have made available, including the lengthy FAQ.

### **Grading Summary**

Midterm—40%

Final—60%

bonus paper—extra 2%

## Course Schedule

DATE	TOPIC	READINGS
Week 1: May 3	Introduction, Definitions, & Concepts	Ch 1
Week 2: May 10	Development & Maintenance of Stereotypes	Ch 2
Week 3: May 17	Cognitive, Affective, & Motivational Approaches	Ch 3; Bodenhausen & Macrae (1996)
Week 4: May 24	<b>No Class</b>	
Week 5: May 31	Modern Prejudice	Ch 5; Greenwald, McGhee, Schwartz, 1998
Week 6: June 7	Prejudiced Personality; Review for Midterm;	Ch 4; <b>NOTE YOU CAN IGNORE LECTURE GUIDELINES FOR PAPER</b>
Week 7: June 14	<b>Midterm</b>	<b>Lectures 1-6 (inclusive); Chapters 1-5 (inclusive); Readings: Bodenhausen, 1996; Greenwald, 1998</b>
Week 8: June 21	Intergroup Relations	Brewer (1991); <b>NOTE YOU CAN IGNORE WRITING LECTURE</b>
June 28- July 2	<b>Reading week</b>	
Week 9: July 5	Experiencing Prejudice I: Stigma	Ch 6
Week 10: July 12	Experiencing Prejudice II: Stereotype Threat	Ch 6; Steele (1997)
Week 11: July 19	Ageism & Sexism	Ch 7 & 8; Glick & Fiske (2001)
Week 12: July 26	Reducing Prejudice; Review for Final	Ch 9 & 10