

**Syllabus**  
The Psychology of Prejudice (PSYC12H3)  
Dr. Michael Inzlicht  
Summer 2013

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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.
- Inzlicht, M. & Schmader, T. (2012). *Stereotype Threat: Theory, Process, & Application.* New York, NY: Oxford University Press
- Course Reader. The reader will contain three 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 5	40%
<b>Final (non-cumulative)</b>	TBD	All material June 26 to July 31	60%

## **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 will be 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 <https://lecturecast.uts.utoronto.ca/?id=39d20f7a63>

**Important Note:** Because lectures were recorded in Winter 2014, **all dates mentioned in class are not valid.** These were dates for the Winter 2014 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 2014 semester are different from the current summer session, most notably the fact that in the summer, we will not be using i-clickers.

### **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.

### **Participating in EEG study**

If you would like to earn 2 bonus points without writing the bonus paper, you could also participate in a 2-hour electroencephalography (EEG) study in my lab. EEG studies involve wearing an EEG skull-cap (kind of like a swim cap) that is injected with electrolyte gel. Although your hair will get messy, you will be given the opportunity to wash, dry, and style your hair in the lab after the study.

If you would like to participate in an EEG study for your two bonus points, you need to email the TA (Zoe Francis; zoelynnfrancis@gmail.com) with your name, telephone number, email address, and general times of availability (days and times). She will then have someone contact you to schedule an appointment. Note that if you miss your appointment, you will not be able to reschedule another one.

Please note that spots for these studies are limited, so we cannot guarantee that everyone who wants to participate in an EEG study for the two bonus points will be able to. If you are interested in earning your bonus points this way, please book your appointment as soon as possible.

Note that you can only earn a total of 2 bonus points. So you can either write a bonus paper OR participate in an EEG study. You cannot do both and you cannot earn more than 2 bonus points.

### **Course Readings**

The number of readings will vary per week and will sometimes include assigned chapters in either of the two texts plus additional articles that you can find on Blackboard under "Course Documents."

## 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 cover lectures on weeks 1, 3, 4, 5, 6; Nelson 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 on weeks 7, 8, 10, 11, 12; Nelson chapters 6, 7, 8, 9; Inzlicht & Schmader chapters 1, 2, 3, 7, 12, 18; and Glick & Fiske (2001) from the course reader.

## 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 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 OR EEG study participation—extra 2%

## Course Schedule

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS</b>
Week 1: May 8	Introduction, Definitions, & Concepts	Nelson, chapter 1
Week 2: May 15	Development & Maintenance of Stereotypes	Nelson, chapter 2
Week 3: May 22	Cognitive, Affective, & Motivational Approaches	Nelson, chapter 3; Bodenhausen & Macrae (1996)
Week 4: May 29	Modern Prejudice	Nelson, chapter 5; Greenwald, McGhee, Schwartz, 1998
Week 5: June 5	Prejudiced Personality; Review for Midterm;	Nelson, Ch 4
Week 6: June 12	<b>MIDTERM DATE TBA</b>	<b>NO CLASS</b>
June 19	<b>Reading Week</b>	<b>NO CLASS</b>
Week 7: June 26	Stigma	Nelson, chapter 6 <b>Note: Midterm will likely be held this week</b>
Week 8- July 3	Stereotype Threat I	Inzlicht & Schmader, chapters 1, 2
Week 9: July 10	<b>TBD</b>	
Week 10: July 17	Stereotype Threat II	Inzlicht & Schmader, chapters 3, 7, & 12
Week 11: July 24	Ageism & Sexism	Nelson, chapters 7 & 8; Glick & Fiske (2001)
Week 12: July 31	Reducing Prejudice; Review for Final	Nelson, chapter 9; Inzlicht & Schmader, chapter 18