

## **Syllabus**

The Psychology of Prejudice (PSYC12H3)  
Dr. Michael Inzlicht  
Winter 2016

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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**

- Coursepack. Authorized reprint of 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
- Supplemental Readings. The supplemental reader will contain three articles and chapters. Available online through Blackboard (under Course Documents)

<b>Evaluation:</b>	<b>Date</b>	<b>Weight</b>
<b>Midterm</b>	TBD	40%
<b>Final (non-cumulative)</b>	TBD	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 Blackboard. 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/login.php>

### i-clicker

To make the class more enjoyable for everyone and to add an element of interactivity in the large lecture hall, we will use i-clicker remote polling technology. Although I am not requiring it, I suggest that you buy an i-clicker device and bring it to class with you. During lecture, I will periodically ask you, the class, a multiple-choice question to gauge your knowledge, to spur conversation, or to demonstrate a concept. You will use your i-clicker to respond to my class questions. This promises to be a fun part of the class! As an incentive to both attend class and participate with i-clicker, I will be giving an extra 2% to all students who purchase, register, and use their i-clicker in class. As long as you use your i-clicker in at least half of the classes, you will get your extra 2% automatically.

Please remember to register your i-clicker. To do so, go to <http://www.iclicker.com/registration/Register.aspx> and enter your first and last name, clicker id (the number above the bar code in the back of the device), and your student id. **For student id, you must enter your UTORid.** If you enter your regular student number, you will not have properly registered. Please enter your **UTORid**. Also, please note that it is OK to use a used i-clicker (or to borrow one from a friend). The only necessity is that it is an i-clicker brand clicker and that you register the device under your own name and UTORid.

Some of you might be interested in using i-clicker GO (on their smart phones) instead of buying actual remotes. **I DO NOT RECOMMEND THIS OPTION;** connectivity in the classroom has been an issue in the past and I will be unable to provide any support for i-clicker GO.

Since some of you will be taking this class as a weboption, you will not be able to use i-clickers from home. If you are interested in using the i-clickers (and getting points for your use of them), I suggest you attend class regularly. Another option for those who prefer the weboption and want to get the 2 bonus points, is that you can write a short (2-4 page) paper on a topic that I will assign within the first half of the semester. I will clarify this later in the semester. Note that you cannot write the bonus paper AND get i-clicker points; only one or the other.

### Bonus paper

In the live section of the class, we will use i-clicker remote polling technology to have students interact with me, live, in class. However, since some 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 half of the semester. 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 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%. Both midterm and final will take place on a date and location to be determined.

The midterm will cover lectures on weeks 1, 2, 3, 5, & 6; Nelson chapters 1, 2, 3, 4, 5; and Bodenhausen & Macrae (1996) and Greenwald, McGhee, & Schwartz (1998) from the Supplemental Readings.

The final will be non-cumulative and will cover lectures on weeks 8, 9, 10, 11, & 12; Nelson chapters 6, 7, 8, 9; Inzlicht & Schmader chapters 1, 2, 3, 7, 12, 18; and Glick & Fiske (2001) from the Supplemental Readings.

## 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%

i-clicker **OR** bonus paper—extra 2%

## Course Schedule

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS</b>
Week 1: Jan 7	Introduction, Definitions, & Concepts	Nelson, chapter 1; <b>Dave Chapelle</b>
Week 2: Jan 14	Development & Maintenance of Stereotypes	Nelson, chapter 2; <b>True Colors</b>
Week 3: Jan 21	Cognitive, Affective, & Motivational Approaches	Nelson, chapter 3; Bodenhausen & Macrae (1996)
Week 4: Jan 28	<b>NO CLASS</b>	<b>NO CLASS</b>
Week 5: Feb 4	Modern Prejudice	Nelson, chapter 5; Greenwald, McGhee, Schwartz, 1998; <b>Pride and Prejudice</b>
Week 6: Feb 11	Prejudiced Personality; Review for Midterm;	Nelson, Ch 4
Feb 18	<b>Reading Week</b>	<b>NO CLASS</b>
Week 7: Feb 25	<b>Midterm Week Date TBD</b>	<b>NO CLASS</b>
Week 8- March 3	Stigma	Nelson, chapter 6; <b>Eye of the Storm</b>
Week 9: March 10	Stereotype Threat I	Inzlicht & Schmader, chapters 1, 2; <b>Testing of intelligence</b>
Week 10: March 17	Stereotype Threat II	Inzlicht & Schmader, chapters 3, 7, & 12
Week 11: March 24	Ageism & Sexism	Nelson, chapters 7 & 8; Glick & Fiske (2001); <b>Barbie Liberation Organization Newsreels</b>
Week 12: March 31	Reducing Prejudice; Review for Final	Nelson, chapter 9; Inzlicht & Schmader, chapter 18