

STIGMA & PREJUDICE
SOP 4704 (Section 0589)
Summer A 2008

MEETING TIME/LOCATION:
MTWRF2 in MAEA 303

COURSE INSTRUCTOR: Dr. Catherine Cottrell
Office: PSY 222
Phone: 273-2155
Email: cacott@ufl.edu
Webpage: <http://www.psych.ufl.edu/~cottrell>
Office hours: MW 11:00am-12:00pm; also, by appointment

TEACHING ASSISTANT: Mr. Corey Cook
Office: PSY 130-O
Email: clcook@ufl.edu
Office hours: TR 11:00am-12:00pm; also, by appointment

TEXTBOOK:
Whitley, B. E., Jr. & Kite, M. E. (2006). *The psychology of prejudice and discrimination*. Belmont, CA: Thomson-Wadsworth.

OVERVIEW OF COURSE:

In this course, we will examine the phenomena of stereotyping, prejudice, and discrimination from a social psychological perspective. In other words, we will examine the phenomena and processes associated with one's beliefs about members of social groups (stereotypes), attitudes and evaluative responses toward group members (prejudice), and behaviors toward members of a social group based on their group status (discrimination). In each unit, we will explore a different issue, including: How can we best define and measure stereotyping, prejudice, and discrimination? What motivations underlie these phenomena? What are their material and psychological consequences? How are prejudices and stereotypes acquired? What functions do stereotypes serve? How do we assess the accuracy of stereotypes? How can stereotypes be changed? How do the targets of stereotyping, prejudice, and discrimination respond? And so on.

It's important to note that we will tackle these topics from a *scientific* perspective. Although many of us feel strongly about these issues, this is not a course for promoting our personal ideologies. This is a course for gaining science-based insight on the processes and implications of stereotyping, prejudice, and discrimination. Thus, rather than relying on anecdotal evidence, cultural truisms, sociological explanations, or philosophical orientations to address these issues, we will focus on experiments and theory that focus on understanding individual-level processes and behavior and their causes.

GRADING: Your final grade in the course will be determined by the following:

(1) **Midterm exams:** There will be three midterm exams, each worth 100 points. Lecture material, lecture discussions, and textbook readings are all fair game; exams may include multiple choice, fill-in-the-blank, short answer, and essay questions. Each midterm exam will be non-cumulative. Excuses will rarely, if ever, be accepted for missing an exam. If you know you will not be able to

take an exam at the scheduled time, you must see me beforehand. If I choose to offer make-up exams, I reserve the right to give them in essay format.

(2) **Cumulative final exam:** The final exam will account for 100 points in the course. All course material will be covered; the final will be similar in format to the midterm exams. Further information about the final will be distributed in class.

(3) **Analysis papers:** To facilitate your understanding of course material, you will complete two analysis papers, each worth 50 points, on topics related to stigma and prejudice. The purpose of these brief papers is to give you an opportunity to apply our course material to various aspects of the “real world.” These papers are previewed below; more details will be distributed in class. Each paper should be (at maximum) 3 pages (double-spaced, 12-point font, 1-inch margins, no cover pages, and spell-checked). Come to class prepared to discuss your observations and interpretations with the class. If a paper is submitted after the due date, its grade will be reduced to compensate for the additional preparation time. Electronic versions will not be accepted.

Analysis paper #1: Stigma & Prejudice in the News; Due start of class on Fri., May 30

Your task for this paper is to analyze an instance of stigma/prejudice in current events. Take a look at recent news stories, whether related to politics, the criminal justice system, Hollywood, the Middle East, etc. Identify an instance of stigma/prejudice, and then use course concepts to better understand it; be sure to also describe an original suggestion for how you could reduce prejudice in this instance.

Analysis paper #2: Stigma & Prejudice in the Movies; Due start of class on Wed., June 18

Your task for this paper is to analyze the prejudice-related events in one of the following movies: *Crash* (2005), *American History X* (1998), *Real Women Have Curves* (2002), *Do the Right Thing* (1989), *What’s Eating Gilbert Grape* (1993), or *Planet of the Apes* (1968; not the 2001 remake).

In all, there is a maximum of 500 points in the course. Final course grades will be assigned according to the following criteria:

- A = 450-500 points (90-100%)
- B+ = 435-449 points (87-89%)
- B = 400-434 points (80-86%)
- C+ = 385-399 points (77-79%)
- C = 350-384 points (70-76%)
- D+ = 335-349 points (67-69%)
- D = 300-334 points (60-66%)
- E = 299 or below (59% or below)

TRACKING YOUR GRADES:

Exam 1:	_____/100 points	Paper 1:	_____/50 points
Exam 2:	_____/100 points	Paper 2:	_____/50 points
Exam 3:	_____/100 points		
Final exam:	_____/100 points		

TOTAL: _____/500 points

SOME NOTES:

(1) It is your responsibility to complete the relevant readings *prior* to class meetings. This will allow us to cover more material in greater depth, and will facilitate classroom discussions and tasks. Another piece of advice: Don't fall behind in the coursework. You will encounter challenging material and tasks this semester, and you should expect to dedicate time to mastering the course objectives.

(2) *PLEASE* communicate with me, your teaching assistant, and your fellow classmates regularly. We all benefit from thoughtful discussions of the relevant issues. Don't be shy! If you have a question about material, raise it during class, ask a classmate after class, or see me or your graduate TA outside class. If you have a question about an exam or paper grade, set up an appointment with me or your TA as soon as possible. If you encounter problems due to the ups-and-downs of life, please let me know; accommodations may be possible. If you are interested in exploring issues related to stigma and prejudice beyond this course, come chat with me.

(3) Along similar lines, there are a few, straightforward things we can all do to maximize the quality of our classroom communications, as well as our collective enjoyment of our time together. Please arrive on time, and turn off all cell phones, pagers, PDAs, and other noise-producing devices for the duration of class. Latecomers and noisy electronics tend to disrupt the "flow" of class. And please be sure to follow courteous classroom etiquette by treating everyone with the greatest respect and consideration throughout class meetings.

(4) If you require disability accommodations in this class, please see me as soon as possible. Students requesting classroom accommodations must first register with the Dean of Students Office. This Dean's Office will give the student documentation, which must be provided to the instructor when requesting accommodations. All information regarding disability will remain confidential.

(5) I expect everyone to conduct themselves with the utmost academic integrity throughout the semester. Plagiarism of others' work and cheating on exams are *not* tolerated. Anyone caught plagiarizing or cheating will be immediately dismissed from the course with a failing grade. I will then take actions to encourage the fullest of University sanctions. Information on academic integrity can be found at: <http://www.dso.ufl.edu/judicial/academic.php>

TENTATIVE COURSE SCHEDULE

DATE:	TOPIC:	READING:
M, 5/12	Course Overview	
T, 5/13	Defining the Domain I	W&K: ch. 1; p. 396-402
W, 5/14	Defining the Domain II	
R, 5/15	Scientific Analysis of Stigma & Prejudice I	W&K: ch. 2
F, 5/16	Scientific Analysis of Stigma & Prejudice II	
M, 5/19	Stereotypes: Their Formation and Maintenance	W&K: ch. 3
T, 5/20	Stereotypes: Their Activation and Application	W&K: ch. 4
W, 5/21	EXAM 1 (Covers 5/12 – 5/20)	
R, 5/22	The “Whys” of Stigma & Prejudice I	W&K: ch. 8; p. 436-443
F, 5/23	The “Whys” of Stigma & Prejudice II	
M, 5/26	NO CLASS – Memorial Day	
T, 5/27	Developmental Perspectives on Stigma & Prejudice I	W&K: ch. 7
W, 5/28	Developmental Perspectives on Stigma & Prejudice II	
R, 5/29	Racism I	W&K: ch. 5
F, 5/30	Racism II; Paper #1 due	
M, 6/2	Sexism I	W&K: 345-364
T, 6/3	Sexism II	
W, 6/4	EXAM 2 (Covers 5/22 – 6/3)	
R, 6/5	Heterosexism I	W&K: 364-373
F, 6/6	Heterosexism II	
M, 6/9	Ageism	W&K: 373-388
T, 6/10	Other “-isms”	
W, 6/11	Consequences of Stigma & Prejudice I	W&K: ch. 11
R, 6/12	Consequences of Stigma & Prejudice II	
F, 6/13	EXAM 3 (Covers 6/5 – 6/12)	
M, 6/16	Individual Differences in Stigma & Prejudice I	W&K: ch. 6
T, 6/17	Individual Differences in Stigma & Prejudice II	
W, 6/18	Reduction of Stigma & Prejudice I; Paper #2 due	W&K: ch. 12
R, 6/19	Reduction of Stigma & Prejudice II	
F, 6/20	CUMULATIVE FINAL EXAM	