

PSY 342:001 Stereotypes, Prejudice, and Discrimination – 3.0 Credit Hours Fall Semester, 2023

Meets: Monday & Wednesday 8:30m – 9:50am in 146 Giltner Hall

Instructor: Dr. Jonathan R. Weaver (pronouns - he/him/his) – weaver71@msu.edu

In-Person Office hours: Monday 10:30am-11:30am (or by appointment) in Psychology 225

Zoom Office hours: <https://calendly.com/dr-jonathan-r-weaver-msu/30min> - Schedule to receive zoom link.

Graduate TA: Maria Ellahie (pronouns – she/her/hers) – ellahiem@msu.edu

Office hours: Wednesday 11:00am-12:00pm (or by appointment) in Giltner G346

Undergraduate TA: Annabelle Cunningham (pronouns – she/her/hers) – cunni404@msu.edu

Office hours: Wednesday 10:30am-11:30am (or by appointment) via Zoom. Email for the link.

Technical Assistance: If you need technical assistance at any time during the course or to report a problem, you can:

- Visit the D2L Help Site – <https://help.d2l.msu.edu/>
- Call the D2L Help Line – (517) 432-6200 or (844) 678-6200
- Visit the MSU Tech Support Site – <https://tech.msu.edu/support/help/>
- Call the Tech Support Line – (517) 432-6200 or toll free (844) 678-6200

E-Mail: All official course communication will happen with your MSU email account. You should communicate with your assigned TA in the first instance. TA's are assigned based on your TA group number in D2L. To find your group number in D2L, click 'Communication', then 'Groups'. The TA allocations are as follows:

- Group 1: Maria Ellahie
- Group 2: Annabelle Cunningham

Your assigned TA will respond to emails unless there is a need for Dr. Weaver's review. Dr. Weaver will respond to emails within 24 hours during the week and on Mondays following a weekend. **If you are having difficulty with the course, please reach out to your TA right away.** It is hard for us to know if you are stuck unless you tell us. We are here to support and help you develop a plan to be more successful in the course.

E-Mail Policy: E-mail is the best way to get a hold of Dr. Weaver or your TA. However, please use the following guidelines when communicating via email:

- **First, ask yourself this question: "Can this question be answered by looking in the syllabus or looking on the D2L course site?"**
- Use PSY 342 in the subject line. That makes it clear you are a student in this course asking a question. This helps to prevent e-mails from going directly to the junk folder.
- Please address the e-mail properly. Use the appropriate salutation.
 - You should say "Hi Dr. Weaver" or "Hello Dr. Weaver".
- Proofread your e-mail. Is your question clear? Did autocorrect make it sound super weird?
- Sign your e-mail with your full name, so we know who you are. We cannot wait to get to know all of you, but maizeandbluearetheworst@spartans.com makes it hard for us to know who you are.
- Be polite.

Check your e-mail and course site regularly! During the course, we will e-mail you or post on the course site from time to time with important information and reminders. Please read these e-mails or posts as soon as you receive them, and please set up D2L to forward course emails and announcements to your email address. See D2L for information on how to do this.

Course Webpage: On D2L (<https://d2l.msu.edu/>). This page will provide you with the notes for the lectures,

readings, discussion board questions, grades, and other important class information.

Readings: The readings are usually going to be empirical and theoretical articles and chapters, available to you free on D2L. **You are expected to come to lecture with at least a basic understanding of the main purpose and points of all readings, although you may find that you need to skim some of them.** You should read with an eye towards developing broad understandings and seeking inspiration for research ideas. You are not expected to come up with research ideas, but doing so often fuels curiosity, better questions for discussion boards, and a deeper understanding of the material.

Course Goals: Stereotypes, prejudice, and discrimination have been topics of great interest to social psychologists for decades. Several large research literatures are devoted to understanding how and why we form stereotypes and feel prejudice toward those who are different from us. This course's goal is to give students a broad survey of social psychological work (and occasionally work from other disciplines) on stereotypes, prejudice, and discrimination, including both classic and contemporary theories and research. Beyond learning the major research findings and fundamental principles of the field, a major goal will be for students to become critical analyzers of scientific information. Students will learn about the scientific methods of how social psychologists go about gaining new knowledge in order to understand stereotypes, prejudice, and discrimination. The final goal is for students to apply the course material to novel situations and events in their own lives.

Course Mode: **PSY 342 Section 1 is meeting in person for all lectures and exams**, but all quizzes and discussion board questions will be online. **You will need to have access to a computer with consistent access to a high-speed internet connection.**

Course Format: Please note that most lectures will not just be a rehashing of reading material, but rather will attempt to clarify, extend, and illustrate the readings. The only way to develop the kinds of skills this course is designed to nurture is through lots of practice. Therefore, much of our regular lecture periods will be spent working through examples to illustrate the course material. This "working through" will not consist of the instructor simply laying out a question and then answering it for you, but will consist mostly of contributions and discussion by students as well as students answering questions during class.

Unit Structure: The course is broken up into three units. Lecture notes and readings will be provided as we work through the topics. Each unit will have two quizzes and multiple discussion board questions. At the conclusion of each unit there is a Unit Exam. See below for details and the course schedule at the end of the syllabus for dates and times.

Weekly Time Breakdown: Each week you will be expected to complete the readings, come to the lectures, complete the discussion board questions (when applicable), and take the Quizzes (when applicable). As a 3-credit, 16-week course, **you should plan to spend about 8-10 hours each week on course material.** This should look like 2 hours of reading and taking notes on the readings, 1 hour to work on your discussion board questions, 3 hours of coming to lecture, 1-2 hours to review the previous material, and 1-2 hours for quizzes.

Evaluation Criteria:

- **Online Discussion Board Questions:** Most weeks you will turn in a discussion board question based around the upcoming readings and lectures. When applicable, the specific discussion board will open Wednesday at 9am and your question **and rationale for your question** is due the following Monday before 7am. Note that is East Lansing, MI time. For example, Discussion Board Question #1 will open at 9am on 9/6 (the Wednesday during Week 2) and your question and rationale for your question is due before 7am on 9/11 (the Monday during Week 3). **The early turn in time is to insure that your questions are turned in before we begin the lecture week (lecture starts at 8:30am on Mondays).** There are 12 discussion board questions in total worth 5 points each. **Your lowest two discussion**

board question scores will be dropped. Specifically, only your top 10 discussion board question scores count towards your final grade for a total of 50 points (12.5% of your final grade). See the course schedule at the end of the syllabus for due dates and see the discussion board guidelines posted on the D2L course webpage for instructions and expectations.

- **Quizzes:** Each unit has two quizzes worth 10 points each, so there are six quizzes. **Your lowest quiz score will be dropped.** Specifically, only your top five quiz scores count towards your final grade for a total of 50 points (12.5% of your final grade). See the course schedule at the end of the syllabus for close dates.
 - For each quiz you will be provided with the list of questions that the quiz questions will be selected from via a pdf file under the “Quizzes” content area on the D2L course page.
 - You will have at least a week to take each quiz.
 - Each of the unit quizzes will close / are due at 7am the day of that Unit’s Exam to allow you plenty of time to study using the quizzes. Note that is East Lansing, MI time. For example, Unit 1’s Quizzes – Quiz 1 and Quiz 2 – both close at 7am on 9/27 (a Wednesday). See the course schedule at the end of syllabus for dates.
 - To get to each quiz click on "Assessments" then "Quizzes".
 - **You can take the quizzes as many times as you like throughout the time they are open.**
 - These quizzes are designed to take 10 minutes to complete 10 questions, but once you start each quiz you will have 30 minutes to complete the questions.
 - Each quiz question is worth 1 point each.
 - Please note each quiz will close at 7am on the due date (again, East Lansing, MI time), so if you start at 6:55am on the due date you will only have 5 minutes to take the quiz.
 - Quizzes will be graded automatically by D2L and you can see your questions and answers to help you study and potentially re-take the quiz if you would like to obtain a higher score. Again, you can take the quizzes as many times as you like throughout the time they are open.
- **Exams:** Four exams will be given in person – three unit exams during the regularly scheduled class period, and one during the final exam period. Any material from lectures, readings, videos, and related materials are fair game for exam questions. The first three unit exams emphasize material covered since the previous exam. The final exam is cumulative. Each exam will consist of 50 multiple-choice questions worth 2 points each. Therefore, each exam is worth 100 points (25% of your final grade). **Your lowest exam score will be dropped.** Specifically, only your top three exam scores will count towards your final grade for a total of 300 points (75% of your final grade). For instance, if you do well on the three unit exams, your grade on the cumulative final exam may not matter. If you are comfortable with your grade you do not need to take (or show up) to the final exam. Or, if you do poorly on one of the three unit exams, you can take the final exam to make up for it.
 - A study guide will be posted for each exam.
 - **Unit Exams (Exams 1-3) will begin at 8:30am. The Final Exam will begin at 7:45am.**
 - You may arrive late, but no more exams will be handed out after the first student completes the exam.
 - Unit Exams 1-3 must be turned in by 9:50am, so you will have 80 minutes to complete the Unit Exams.
 - The Final Exam must be turned in by 9:45am, so you will have 120 minutes to complete the Final Exam.
 - During exams, you may only have pencils and erasers at your desk. Leave refreshments or other materials zipped up in your book bag or do not bring them at all. Turn off anything that makes noise, take off headphones, take out ear buds, do not wear hats with a forward facing bill, and take off smart watches. Once the exam has begun, there will be no talking or disruptions.
 - Leaving the room is reserved for emergencies.
 - See the course schedule at the end of syllabus for dates and times. Please note that all times are East Lansing, MI time.

- For those of you with extended time via your VISAs, please email Dr. Weaver a week before each exam to work out the appropriate accommodations.
 - Exam grades will be posted online as soon as they are available from the scoring office and Dr. Weaver has had a chance to correct any potential scoring errors.
 - Questions for exams will not be posted after, but you may view your exams with Dr. Weaver during office hours. **However, each exam must be looked at before the next exam is given. For example, after Exam 2 has been given you are no longer permitted to view Exam 1.**
- **Makeup Quizzes and Exams:** Plan to complete your quizzes and exams by their due dates. Also, keep in mind the drops that are already built into the course. Obviously, things happen. If something happens that prevents you from completing a quiz or exam by the due date, **please try to notify Dr. Weaver by the end of the due date for the quiz or exam. Failure to notify Dr. Weaver within 5 days will result in you not being allowed to makeup the quiz or exam.**
 - If you cannot take an exam or quiz because of a religious holiday, required participation in a university-sanctioned event (e.g., a commitment for a sports team), or some other acceptable event that can be foreseen, you must notify Dr. Weaver **at least two weeks in advance.**
 - **Extra Credit:** You may accumulate an additional 1% extra course points by participating in ongoing research. All such participation will be through the Department of Psychology's HPR (Human Participation in Research) / SONA program. You will receive 0.5 extra-credit points for each half-hour that you spend participating in an experiment or study, up to a maximum of 4 extra-credit points (or, 4 total hours = 8 half-hours). **More detailed information for setting up your HPR / SONA account and how to sign up for research hours will be provided on the D2L course webpage.**
 - **Alternative to research participation:** If you do not wish to participate in psychological research, you may write a research-based paper that is designed for this situation. Details about the paper requirements will be posted on D2L. All papers are due by December 1st, 2023, at 7am. The assignment folder will close promptly at 7am, and no papers will be accepted after this. **There will be no exceptions to this rule.**
 - **Turnitin and the attached AI detector will be used for all papers that are turned in for this course.** See D2L for more information about Turnitin guidelines.

Grading: Your final grade will be based on the following course points:

Requirement	Points	% of final grade
Top 10 (out of 12) Discussion Board Questions	50	12.5%
Top 5 (out of 6) Quizzes	50	12.5%
Top 3 (out of 4) Exam Scores	300	75%
Total	400	100%
Extra Credit	4	+1% potentially

The grading scale is as follows:

Total Points	Grade
358 – 400	4.0
338 – 357.99	3.5
318 – 337.99	3.0
298 – 317.99	2.5
278 – 297.99	2.0
258 – 277.99	1.5
238 – 257.99	1.0
0 – 237.99	0.0

Policy on grade changes: Extra credit is the only way to increase your point total if you are concerned about falling on the wrong side on one of these cut-offs. Also, **please note that a round up feature (e.g., 358 / 400 = 89.50%) is already included in the grading scale.** At the end of the semester, if you believe that an error was made in calculating your grade, please let Dr. Weaver know. Your grade will be checked and changed if an error was made. **This is the only circumstance under which your grade will change.** Under no circumstance will your grade be “bumped”, or a special extra credit opportunity be given. Please don’t ask. **There will be no exceptions.**

Cheating: Any student caught cheating on an exam, cheating on a quiz, plagiarizing a discussion board question, or using AI engines to create a discussion board question will **receive a zero for the exam, quiz, or discussion board, a zero for the course, and be reported to the University. This includes sharing answers in any form via group messaging applications like GroupMe.**

Academic Honesty: Any and all forms of cheating are unacceptable. Students are expected to complete quizzes, exams, and discussion board questions individually and without outside help. Any student caught cheating on quizzes, exams, or discussion board questions will receive a ZERO in this course.

The Spartan Code of Honor states, "As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do." In addition, Article 2.III.B.2 of the Student Rights and Responsibilities (<https://spartanexperiences.msu.edu/about/handbook/student-rights-responsibilities/article-two-academic-rights-and-responsibilities.html>) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards."

The Psychology Department adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades (<https://spartanexperiences.msu.edu/about/handbook/regulations/general-student-regulations.html>); the all-University Policy on Integrity of Scholarship and Grades (<https://spartanexperiences.msu.edu/about/handbook/regulations/student-group-regs-rulings-policies-ordinances/integrity-of-scholarship-and-grades.html>); and Ordinance 17.00, Examinations (<https://trustees.msu.edu/bylaws-ordinances-policies/ordinances/ordinance-17.00.html>).

Make sure you are familiar with MSU definitions regarding academic dishonesty. Ignorance is not an excuse.

You are expected to develop original work for this course; therefore, unless authorized, you are expected to complete all course assignments, including quizzes and exams, without assistance from any source (except as specified). This also means that you may not submit course work you completed for another course to satisfy the requirements for this course. In addition, plagiarism of written work is forbidden. It includes taking the work of another individual or source and presenting it as your own. This is considered plagiarism even if the source has given you permission to use their work, or the work is in the public domain (e.g., on the web). Additionally, the policy of this class is that you must be the creator of all work you submit for a grade. The use of others’ work or the use of intelligent agents, chat bots, or AI engines to create your work is a violation of this policy and will be addressed as per MSU codes of conduct. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course; and may be reported to the Office of Academic Affairs and the Office of Student Affairs. See also the Academic Integrity webpage (<https://ossa.msu.edu/academic-integrity>). Contact Dr. Weaver if you are unsure about the appropriateness of your course work. Or, for examples of what constitutes plagiarism, see:

- <https://wts.indiana.edu/writing-guides/plagiarism.html>

Policy on Religious Observations: If you anticipate being unable to complete a graded portion of the course due to a major religious observance, please provide notice of the date(s) to Dr. Weaver, via email, by 9/11/23.

Note taking and recording: As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to students are the copyrighted property of the course instructor and are subject to the following conditions of use:

- Students may not post recordings or other course materials online or distribute them to anyone not enrolled in the class without the advance written permission of the course instructor and, if applicable, any students whose voice or image is included in the recordings.
- Commercialization of lecture notes and university-provided course materials is not permitted in this course.
- Any student violating the conditions described above may face academic disciplinary sanctions, including receiving a penalty grade in the course.

Inclusive Environment: MSU is committed to creating and maintaining an inclusive community in which students, faculty, and staff can work together in an atmosphere free from all forms of discrimination. The Office of Institutional Equity (OIE) reviews concerns related to discrimination and harassment based on sex, gender, gender identity, race, national origin, religion, disability status, and any other protected categories under the University Anti-Discrimination Policy (https://www.hr.msu.edu/policies-procedures/university-wide/ADP_policy.html) and Policy on Relationship Violence and Sexual Misconduct (<https://civilrights.msu.edu/policies/rvsm.html>). If you experience or witness acts of bias, discrimination, or harassment, please report these to OIE: <http://oie.msu.edu/>.

Accommodations for Students with Disabilities: Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at <http://rcpd.msu.edu>. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. **Please present this form to Dr. Weaver at the start of the term and/or one week prior to the accommodation date (exam, quiz, etc.) so the proper accommodations can be made**

Academic Assistance: This is a university, and you are expected to produce college level work. If you have any trouble with the material covered in class, please make an appointment to speak with Dr. Weaver, or one of the course assistants. Additionally, the university has resources to assist students, such as the Campus Tutorial Center, the Campus Writing Center, Adult Student Services, and more. A lot is expected of you, but the university wants to help you to produce your best work.

Limits to Confidentiality: Please be aware that class materials are generally considered confidential pursuant to the University's student policies. However, all University employees, including instructors, cannot maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or health and safety considerations of MSU community members and others. Dr. Weaver and the Graduate TA for this course must report the following information (including your name and the details of the disclosure) to the Office of Institutional Equity (and the MSU Police Department) if you share it with us:

- **Suspected child abuse/neglect, even if this maltreatment happened when you were a child,**
- **Allegations of sexual assault or sexual harassment when they involve MSU students, faculty or staff, and**
- **Credible threats of harm to oneself or to others.**

The Office of Inclusion will reach out to you via a confidential email, to see if you would like to pursue legal action and to provide you with additional university resources. **You have the right to choose whether or not you would like to utilize any of these services or even respond to the university's email.** If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the MSU Counseling Center (<https://caps.msu.edu/>).

It is an MSU required mandate that Dr. Weaver and the Graduate TA for this course are required to follow as

MSU employees. Given this, **you should not disclose experiences of abuse or sexual violence related to MSU unless you are comfortable having this information shared with the Office of Institutional Equity.** Despite the mandate, Dr. Weaver does not want to further the culture of silence surrounding abuse and sexual violence in this class. All are encouraged to use the resources listed below (not mandated university reporters) as they process their feelings and experiences in this course.

MSU Safe Place <http://safeplace.msu.edu/>

NRC DV <http://www.nrcdv.org/>

NNEVD <http://www.nnedv.org/>

MCEDSV <http://www.mcedsv.org/>

No More <http://nomore.org/>

NCDSV www.nsvrc.org

RAINN <https://rainn.org/>

The Joyful Heart Foundation <http://www.joyfulheartfoundation.org/>

Feministing <http://feministing.com/>

Futures Without Violence <http://www.futureswithoutviolence.org/>

Course Climate: We are all working toward the same goals in this course! By building a strong learning community from the start, we will benefit.

- **Student-student interactions:** Part of being a strong group member is being a good listener, being motivating and empathetic, and providing constructive feedback. We will focus on these characteristics throughout the semester.
- **Student-instructor interactions:** If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let Dr. Weaver know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing Dr. Weaver when difficulties arise during the semester.
- **Disruptive Behavior:** Article 2.III.B.4 of the Student Rights and Responsibilities (<https://spartanexperiences.msu.edu/about/handbook/student-rights-responsibilities/article-two-academic-rights-and-responsibilities.html>) at Michigan State University states: “The student’s behavior in the classroom shall be conducive to the teaching and learning process for all concerned.” Article 2.III.B.10 (<https://spartanexperiences.msu.edu/about/handbook/student-rights-responsibilities/article-two-academic-rights-and-responsibilities.html>) states that “The student and the faculty share the responsibility for maintaining professional relationships based on mutual trust and civility.” General Student Regulation 5.02 (<https://spartanexperiences.msu.edu/about/handbook/regulations/general-student-regulations.html>) states: “No student shall obstruct, disrupt, or interfere with the functions, services, or directives of the University, its offices, or its employees (e.g., classes, social, cultural, and athletic events, computing services, registration, housing and food services, governance meetings, and hearings).” Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Judicial Affairs office.

Honors Option: There is an honors option for this course, which involves creating an ePhoto Album, participating in discussions with other honors-option students, and writing a paper. **Email Dr. Weaver before 9/11/23 for instructions.**

Disclaimer: On the next last two pages is a general indication of when we will cover the topics in the course. However, as the instructor, Dr. Weaver reserves the right to adjust this schedule according to the pace of the course and the needs of the students. This also includes making any changes that Dr. Weaver deems necessary to the details and/or policies listed in this syllabus. **Check D2L regularly to keep up with the topics. You will be given notice of any changes. Also, please know that you are responsible for keeping track of all due dates.**

PSY 342 (Section 1) Course Schedule for Fall 2023
See D2L for Topic Readings

Week: Dates	Topic(s)	Activities: Due Dates
Unit 1 Content	Unit 1 Content	Unit 1 Content
1: 8/28 (Monday)	Introduction to Stereotyping, Prejudice, and Discrimination	
1: 8/30 (Wednesday)	Introduction to Stereotyping, Prejudice, and Discrimination	
2: 9/4 (Monday)	Holiday	Stay Safe! Have Fun!
2: 9/6 (Wednesday)	How Psychologists Study Prejudice and Discrimination	
3: 9/11 (Monday)	How Psychologists Study Prejudice and Discrimination	Discussion Board Question #1 Due at 7am
3: 9/13 (Wednesday)	Social Categorization and Stereotypes	
4: 9/18 (Monday)	Social Categorization and Stereotypes	Discussion Board Question #2 Due at 7am
4: 9/20 (Wednesday)	Stereotype Activation and Application	
5: 9/25 (Monday)	Stereotype Activation and Application	Discussion Board Question #3 Due at 7am
5: 9/27 (Wednesday)	Quizzes 1 and 2 – on D2L Exam 1 – 146 Giltner Hall	Quizzes 1 and 2 close at 7am Exam 1: 8:30am – 9:50am
Unit 2 Content	Unit 2 Content	Unit 2 Content
6: 10/2 (Monday)	Old-Fashioned and Contemporary Forms of Prejudice	Discussion Board Question #4 Due at 7am
6: 10/4 (Wednesday)	Old-Fashioned and Contemporary Forms of Prejudice	
7: 10/9 (Monday)	Individual Differences and Prejudice	Discussion Board Question #5 Due at 7am
7: 10/11 (Wednesday)	Individual Differences and Prejudice	
8: 10/16 (Monday)	The Development of Prejudice in Children	Discussion Board Question #6 Due at 7am
8: 10/18 (Wednesday)	The Development of Prejudice in Children	
9: 10/23 (Monday)	Break Day	Stay Safe! Have Fun!
9: 10/25 (Wednesday)	The Social Context of Prejudice	
10: 10/30 (Monday)	The Social Context of Prejudice	Discussion Board Question #7 Due at 7am
10: 11/1 (Wednesday)	Quizzes 3 and 4 – on D2L Exam 2 – 146 Giltner Hall	Quizzes 3 and 4 close at 7am Exam 2: 8:30am – 9:50am
Unit 3 Content	Unit 3 Content	Unit 3 Content
11: 11/6 (Monday)	From Prejudice to Discrimination	Discussion Board Question #8 Due at 7am
11: 11/8 (Wednesday)	From Prejudice to Discrimination	

12: 11/13 (Monday)	The Experience of Discrimination	Discussion Board Question #9 Due at 7am
12: 11/15 (Wednesday)	The Experience of Discrimination	
13: 11/20 (Monday)	Sex/Gender Identity and Sexual Orientation	Discussion Board Question #10 Due at 7am
13: 11/22 (Wednesday)	Sex/Gender Identity and Sexual Orientation / Age, Ability, and Appearance	
14: 11/27 (Monday)	Age, Ability, and Appearance	Discussion Board Question #11 Due at 7am
14: 11/29 (Wednesday)	Reducing Prejudice and Discrimination	
15: 12/4 (Monday)	Reducing Prejudice and Discrimination	Discussion Board Question #12 Due at 7am
15: 12/6 (Wednesday)	Quizzes 5 and 6 – on D2L Exam 3 – 146 Giltner Hall	Quizzes 5 and 6 close at 7am Exam 3: 8:30am – 9:50am
Final Exam	Final Exam	Final Exam
16: 12/11 (Monday)	Cumulative Final Exam (if needed) – 146 Giltner Hall	Final Exam: 7:45am – 9:45am