

## Course Information

- PSY342: Stereotypes, Prejudice, & Discrimination
  - Tuesdays/Thursdays, 2:40-4:00
  - South Kedzie S109
- Professor: Joseph Cesario
- Office Hours
  - Tuesdays, 10:00-11:00
  - 255 Psychology Building
- Email: psy342cesario@gmail.com
- Website: d2l.msu.edu

## Course Overview

- This course covers the intra- and inter-personal processes underlying stereotyping, prejudice, and discrimination. Emphasis is placed on understanding these processes in light of human evolution. Topics are organized around three broad questions: *What are groups and how do we understand group differences? Why do we care about groups and what are the consequences of doing so?* and *How and why do we store information about groups?*

## Course Objectives

- The primary objective is to learn the principles governing intergroup cognition, affect, and behavior.

## Lectures

- I will post lecture slides on D2L at the end of each lecture. I use lecture slides to highlight main points, present data, and illustrate difficult concepts. Most of the material presented in class will *not* appear on the lecture slides, so *you must pay attention and take notes during class*.
- Research on effective note-taking and electronic devices is somewhat limited; however, existing data suggest that students learn more effectively when taking notes by hand rather than on a laptop.
- If you think it is likely that you will use your laptop to do anything other than take notes, please sit toward the rear of the room. This will minimize distractions to other students.
- Lectures are in-person. However, due to a previously-scheduled research commitment, there will be four lectures that are synchronous online lectures. These are Jan 31-Feb 9.
  - <https://msu.zoom.us/j/98236960984>

## Readings

- There is no required textbook. Original source material is posted on D2L. Required and optional readings are listed in the calendar below and on the d2l calendar.

## Evaluation

- Philosophy
  - You will be tested on how well you are able to master the material presented and apply principles to novel questions and situations.
- Grade Calculation
  - There are three section exams worth 50 points each, one final exam worth 100 points, and a variety of extra credit opportunities. Simply add your total points earned and divide by 250 to get your percent for the course. 89.5% and above = 4.0, 84.5% - 89.4% = 3.5, 79.5% - 84.4% = 3.0, etc.
  - ***There will be no adjustments to your grade merely because you are close to the next grade.*** I will never, ever, *under any circumstance*, change your grade for any reason other than a calculation error, nor will I give you any special assignments so you can get a grade higher than the one you earned. Please do not ask.
- Section Exams
  - There are three non-cumulative section exams. These are multiple-choice and will take place during the regular lecture times.
- Final Exam
  - The final exam is a cumulative exam, similar in form to the section exams. The final exam will be in South Kedzie S109 on **Thursday, May 4, 3:00-5:00pm.**
- Extra Credit Opportunities
  - There are many extra credit opportunities throughout the course.
  - *Human Participation in Research*
    - You can earn extra credit in this course by participating in psychology research. You will receive 1 course point for every 1 hour of research participation, with a maximum of 5 course points (5 hours) of extra credit added to your final grade. *You must see the documentation posted on D2L for instructions on research participation!* All research must be completed by **Friday, April 28 at 5:00pm.**
    - If you would like to complete an alternative assignment instead of research participation, you must inform me before February 1. After February 1 the alternative assignment is no longer an option.
  - *Perspectives (OpenMind) Platform*
    - You can earn 5 extra credit points by completing the Perspectives online learning program.
    - Perspectives is a program that explores the inner workings of the mind and the psychological roots of ideological differences. The program will provide you with insights to help you better understand yourself and others, and it will equip you with skills to navigate challenging conversations more effectively.

- The program contains 8 interactive lessons, each of which takes ~30 minutes. You should complete 2 lessons per week over 4 weeks.
- See the relevant section on d2l for login instructions.
- *In-Person Attendance*
  - At random times throughout the semester I will take attendance. You will get one additional point for each attendance day.
- *Extra Credit Assignments*
  - There will be additional writing assignments throughout the semester, as opportunities arise. Often these will be prompted by real-world events but will always be relevant to the material at hand. The purpose of these assignments is for you to demonstrate your ability to analyze real-world problems and apply the material you are learning in a logical manner.

## Accommodations

- Students who need accommodations during class or exams should see me immediately.
- 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 [rcpd.msu.edu](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 me at the start of the term and/or *two weeks prior to the accommodation date* (test, project, etc.). Requests received without sufficient lead time will not be honored.

## Honors Option

- The honors option for this course is to take any empirical finding or set of findings presented in the course and write a counter-argument against it. That is, you will find data or writings that are contrary to the material presented in class and build a case against the presented material. This serves the important goal of learning to grapple with ideas different from your own in a thoughtful and rational manner.
- Please email the course gmail account stating that you would like to do an honors option, and I will send you an email with detailed instructions. Honors options are due the last day of classes, **Friday April 28**.

## Make-Up Tests and Exams

- No makeup exams will be given unless you have a valid, documented excuse. Any notes must explicitly state "This student was unable to take the exam on (dates) because \_\_\_\_\_." If you cannot get a note or if your excuse involves something that is private, you must get approval from the Dean. **You must notify me that you have a valid excuse by the end of the exam day or you will not be allowed a makeup.**
- If you cannot take the exam because of a university-scheduled event or some other acceptable event that you could have foreseen, you must notify me **at least one week**

**before the exam.** (See the homepage of the Ombudsperson's office for acceptable non-emergency absences.) If you do not notify me within this time frame, you will not be allowed to take the makeup.

## Academic Honesty

- The following is the academic honesty statement from the Office of the Ombudsperson; all students are required to adhere to this statement:
  - Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Psychology department adheres to the policies on academic honesty as specified in General Student Regulations 1.0, *Protection of Scholarship and Grades*; the all-University Policy on *Integrity of Scholarship and Grades*; and Ordinance 17.00, Examinations. (See *Spartan Life: Student Handbook and Resource Guide* and/or the MSU Web site: [www.msu.edu](http://www.msu.edu).) Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the [www.allmsu.com](http://www.allmsu.com) Web site to complete any course work in PSY 342. Students who violate MSU rules may receive a penalty grade, including -- but not limited to -- a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also <https://www.msu.edu/~ombud/academic-integrity/index.html>)
- If you break the academic honesty agreement in any way, ***you will receive a 0.0 for the course.*** There are no exceptions.
- I encourage you to learn more about the Spartan Code of Honor at <https://asmsu.msu.edu/home/initiatives/spartan-code-of-honor/>:
  - “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.”

## The Most Important Part of This Syllabus

- This course covers difficult, challenging, and controversial topics. The stance that all students are required to adopt for this course has two principles: (1) respect for each individual person and (2) free inquiry and intellectual integrity. In other words, personal attacks and demeaning attitudes or behaviors against any person are not allowed, and neither are attempts to curtail questions or critical thought.
- Criticism, exploration, and scrutiny ***of all topics and ideas*** are *requirements* for a free and open society as well as for meaningful intellectual development. In this classroom, such criticism will be undertaken with the *highest standards of intellectual integrity and respect for the person*. Free inquiry is not only the cornerstone of science and scholarship but is also the foundation for treating people with respect: To critically evaluate someone else's belief is a sign that you respect that person enough to take their claims seriously and treat them as an intellectual equal, rather than patronizing the person by shielding them from criticism.

## Calendar

- ***You must check d2l weekly for the current calendar!*** The following is subject to change.
- Required readings are listed for each week. *Optional* readings are in italics.
- The listed readings should not be thought of as the "final word" on any topic or a summary of everything relevant to a given topic. Instead, the readings should be understood as starting points for your further exploration of these complex topics.
  
- ***Section I: Why do we care about groups and what are the consequences of doing so?***
  - Week 1: Jan 10 & 12
    - Course Introduction & Core Concepts
      - *optional: Tate & Audette (2001)*
    - Evolutionary Theory
  - Week 2: Jan 17 & 19
    - Evolutionary Theory cont.
    - Reciprocal Altruism
      - Trivers (1971)
      - *optional: Axelrod & Hamilton (1981)*
      - *optional: Hamilton (1963)*
  - Week 3: Jan 24 & 26
    - Social Dominance Theory & Parental Investment
    - SDT cont. & Male-Female Prejudice
      - Olsson et al. (2005)
      - *optional: Navarrete et al. (2009)*
      - *optional: Hart et al. (2000)*
  - Week 4: Jan 31 & Feb 2
  - ***Online synchronous zoom lectures:***
  - ***<https://msu.zoom.us/j/98236960984>***
    - Ingroup-Outgroup Bias/Fundamental Categories
      - Ruffle & Sosis (2006)
      - *optional: Yamagishi et al. (1999)*
    - Ingroup-Outgroup Bias/Minimal Groups
      - Haidt & Jussim (2016)
      - Sidanius et al. (2004)
      - *optional: Putnam (2007)*
  - Week 5: Feb 7 & 9
  - ***Online synchronous zoom lectures:***
  - ***<https://msu.zoom.us/j/98236960984>***
    - Ingroup-Outgroup Bias cont.
      - <http://ncase.me/polygons/>
      - Williams (1982), Chpt. 1
      - *optional: Schelling (1971)*
    - Reducing Intergroup Prejudice
      - Paluck & Green (2009)
      - *optional: Sherif (1958)*

- optional: Wolsko et al. (2000)
  - optional: Lilienfeld (2017)
  - optional: Haidt's (2017) comment on Lilienfeld
- Optional topic: Stigma & Dehumanization/ Intergroup Emotions
  - Kurzban & Leary (2001)
  - Haslam (2006)
  - Cottrell & Neuberg (2005)
- **EXAM 1: Tuesday Feb. 14**
- **Section II: How do we understand group differences? (With an emphasis throughout on solutions and failed solutions to disparate outcomes.)**
  - Week 6: Feb 16
    - Introduction to Disparate Outcomes
    - Male/Female Economic & Employment Disparities
      - Sowell (2008a)
      - Su et al. (2009)
      - optional: Gino et al. (2015)
  - Week 7: Feb 21 & 23
    - Racial/Ethnic Economic & Employment Disparities
      - Sowell (2008b)
      - Heckman (1998)
      - Briefing Report (2008; at least up to “Statements” section)
      - optional: Williams (1982), Chpts. 5-9
      - optional: Andreoni et al. (2019)
  - Week 8: Feb 28 & March 2
    - Male/Female Academic Disparities
      - Valla & Ceci (2014)
      - optional: Su & Rounds (2015)
      - optional: Diekman et al. (2017)
  - Week 9: March 7 & 9
    - No class, spring break
  - Week 10: March 14 & 16
    - Racial Academic Disparities
      - Wright et al. (2014)
      - Hsu's posts on preferential policies and mismatch
      - optional: Fleming & Pollak (1970)
      - optional: Sowell (2005b)
  - Week 11: March 21 & 23
    - Criminal Justice Disparities
      - Cesario et al. (2019)
      - Beaver et al. (2013)
  - Week 12: March 28
    - Further Considerations
      - Sowell (2005a)

- *Optional topic: elite intellectual performance*
- **EXAM 2: Thursday, March 30**
- **Section III: How, when, and why do we store and use information about groups?**
  - Week 13: April 4 & 6
    - Core Concepts & Definitions / Stereotype Formation & Accuracy
      - Jussim et al. (2009)
      - Jussim et al. (2015)
  - Week 14: April 11 & 13
    - Stereotype Accuracy cont.
      - Fiske et al. (1999)
      - *Optional: Hamilton & Gifford (1976)*
    - Conditions of Categorical Activation & Use
      - Kunda & Thagard (1996)
      - *optional: Bargh (1999)*
  - Week 15: April 18 & 20
    - Implicit Bias
      - Arkes & Tetlock (2004)
      - von Hippel (2004)
      - *optional: Amodio & Devine (2006)*
  - Week 16: April 25
    - Understanding Experimental Social Psychology
      - Steele & Aronson (1995)
      - *optional: Ganley et al. (2013)*
- **EXAM 3: Thursday, April 27**
- **FINAL EXAM: Thursday, May 4, 3:00-5:00pm**