STEREOTYPES, PREJUDICE, & DISCRIMINATION
Psychology 136

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Course Description & Objectives

This course focuses on social psychological research examining stereotyping, prejudice, and discrimination. The history of human groups is replete with examples of how our thoughts, feelings, and treatment of others depend on their membership in various social categories. A social psychological approach examines those characteristics of individuals and social contexts that contribute to stereotyping, prejudice, and discrimination. We will also explore some of the psychological consequences of stereotyping and prejudice for their victims. To accomplish this goal, we will read historical, editorial, empirical, and theoretical works, and examine real-world phenomena with the goal of understanding the various ways that stereotypes and prejudice can impact intergroup relations. Specifically, we will discuss the interaction of social, cognitive, affective, and motivational influences.

This is a seminar course that focuses heavily on group discussion. My objectives for this course are to expose you to a wide variety of readings, provide you with opportunities for written and verbal critique, help you to practice communication and discussion with peers, and to foster interest and excitement about social psychological research on stereotyping, prejudice, and discrimination. I would also be interested in hearing about your own objectives for this course and what you hope to gain from it.

This course meets the following learning objectives consist with the Psychology Department mission http://ase.tufts.edu/faculty-committees/assessment/psychology.htm: 1-5, 11. The course also fulfills a partial requirement for the Africa and the New World interdisciplinary minor. For more information about ANW, see http://ase.tufts.edu/anw.

Course Prerequisites

Those enrolled in this course should have completed at minimum a course in introductory social psychology (Psych 13). Courses in experimental psychology (Psych 32) and experimental social psychology (Psych 36) are recommended. Students without these courses may have trouble benefiting from some of the important concepts covered in the course, simply because they must catch up on aspects of research methods in social psychology. However, I won’t discourage those who haven’t taken these courses from participating.

Texts, Readings, & Course Materials
There is no textbook for the course. Readings and additional course materials can be found on the Blackboard website for Psychology 136: http://blackboard.tufts.edu.

**Course Elements and Grading**

Your final grade will be determined by my assessment of your performance in the following required elements of the course:

**COURSE PARTICIPATION (40%)**

**Facebook Posts (10%)**: The course has a facebook site: here. This is an experimental element of the course that will involve students posting external links to news articles, videos, and other online media - along with comments about how they relate to course materials. In addition students may be required to respond to discussion questions posted periodically.

**Discussion Moderation (10%)**: Pairs or groups of students will be responsible for moderating class discussions during the semester. Moderators should include a 10 -15 minute oral summary of each articles and a plan for facilitating discussion among the students. Moderators are encouraged to be creative in their methods, within reason, and to use relevant materials (newspaper & magazine articles, television reports, in class demonstrations, etc.) to facilitate discussion. Written article outlines, the plan for discussion, and any supplemental readings, tasks, demonstrations, should be turned in to the instructor at the beginning of each class. Grading will be determined by the moderators’ familiarity with the material and success in facilitating discussion.

**Discussion Participation and Attendance (20%)**: Students not moderating discussion are required to come to class prepared to demonstrate that they have read and thought through the material. This is a discussion-oriented course, so failure to complete the readings has a significant impact on the quality of the course. From time to time, pop quizzes will be given to ensure that students are keeping abreast with the readings.

**ASSIGNMENTS (30%)**

**Experiment Proposals (25%)**: You will be asked to turn in several experiment proposals by the end of the session (2 page limit). The proposals must be inspired by a study that was assigned to be read for class. The experiment idea should include a brief description of the empirical finding that sparked it and the design and proposed methodology for the new experiment. You should also describe expected results of the experiment, and why you think it is important (e.g., what it will tell us that we may not already know). You can choose the empirical papers to complete this assignment, as long as they have been read for the class.
Miscellaneous Assignments (5%): Various written or other assignments may be given throughout the course – either as homework or in class. Some may involve attendance at campus events (e.g. talks, seminars, presentations).

TERM PAPER AND PRESENTATION (30%)

Students will be required to complete a 10 - 12 page term paper and, depending on class size and time constraints, give a 10-15 minute presentation on the topic, due at the end of the semester. Specific guidelines will be discussed later in the course.

LATE POLICY

Late assignments will be marked down by 1/3 grade for each day past the due date. If you cannot make it to a class on the day an assignment is due you must turn that assignment in before class, not afterward. Otherwise it will be recorded as late.

ACADEMIC INTEGRITY

Cheating and plagiarism occurs in many different intentional and unintentional forms, none of which will be tolerated in this course. Anyone suspected of cheating or plagiarism will be reported and subject to sanctions. Please review the following website to familiarize yourself with Tufts policy on Academic Integrity and methods to avoid plagiarism. Academic Integrity:

http://uss.tufts.edu/studentaffairs/policies/campus/academicintegrity.asp

Office Hours

We’re looking forward to the opportunity to get to know each of you, so feel free to stop by at least once this semester, even if just to chat about nothing in particular. If you cannot make our office hours listed above, I’m happy to schedule an appointment at another time. Office hours are a time for you to ask me questions about any topic NOT to repeat courses. Specific questions about topics covered in classes – fine. A recap of the whole class because you (insert excuse for missing class here) – not fine. If you miss a class, ask a classmate for a review.