



MOUNT SAINT MARY'S COLLEGE
PSYCHOLOGY 144/244 *PSYCHOLOGY OF PREJUDICE*
SPRING 2007 SYLLABUS

Department of Psychology
310-954-4155 213-477-2655

PAMELA L. GIST, PH.D.
ASSOCIATE PROFESSOR, PSYCHOLOGY DEPARTMENT

Instructor Contact

Office: Doheny Building 11, 2nd floor x2568 tba
 Chalon 219 Humanities x4160 tba

(and by appointment; scheduled office hours are subject to change –
any changes will be announced in class or posted on my office door)

Email: pgist@msmc.la.edu

Time and Location

Chalon Campus Humanities Building, Room 202 Mon & Wed 2:20–3:50 pm

Assigned Reading

Nelson, T.D. 2005. *The Psychology of Prejudice*, 2nd edition. Allyn & Bacon.

Brinkley, D. 2006. *The Great Deluge: Hurricane Katrina, New Orleans, and the Mississippi Gulf Coast*. William Morrow.

Course Materials

Course materials (syllabus, schedule, grades, lecture slides, etc.) can be found on Angel under the course *Psychology of Prejudice*. Angel can be reached from the Mount St. Mary's College website (www.msmc.la.edu), under *Quick Links*, "eLearning."

Goals

My primary goals are for you to understand and think critically about the various manifestations of prejudice in our society, psychology's theoretical perspectives on prejudice, and the implications of these theories for combating prejudice. I also hope that the course will deepen your awareness of prejudice and your commitment to challenging prejudice wherever you find it.

Policies

Respect. Active participation in class requires a safe, trusting, environment. Therefore it is important for us to each respect each other's views and comments, even if we disagree with them. I encourage debate and critical discussion, but it must be respectful and polite.

Attendance, Preparation, and Participation. Much of your learning will derive from discussion and exercises in class, so you cannot make up a missed class by simply copying notes from a classmate. Therefore, class attendance, preparation, and participation are expected. If you must miss a class, please first obtain information about the missed class from your fellow students. After you have gleaned what you can from your classmates, I will be happy to talk to you in more detail about the class you missed. Missing an exam disadvantages not only you, but your classmates, and me. Therefore, make-up exams will only be given for serious circumstances. Please make sure that you keep exam days free from other responsibilities. For a copy of the college policy, please see the MSMC Catalog.

Deadlines. What did you learn in *Introductory Psychology* about the effects of rewards and punishments? If I let you turn in assignments late, I will be *reinforcing* bad time management or procrastination. On the other hand, I recognize that extenuating circumstances do occasionally arise. Therefore, late assignments must be accompanied by an acceptable explanation, should be turned in as soon after the deadline as possible, and should be arranged in advance if at all possible. Late assignments not accompanied by an acceptable explanation will lose 1/3 of a grade for each day late.

Academic Integrity. It is the policy of the Psychology Department that any instance of cheating results in a minimum of failure on the assignment or exam. Depending upon the circumstances, however, penalties can be more severe, up to and including expulsion. Please avoid any behavior that may be reasonably viewed as suspicious. Remember that helping a classmate to cheat counts as cheating. If you have any questions about citation requirements or plagiarism boundaries, please see the instructor *before* you turn in your assignments. For a copy of the college academic integrity policy, see the MSMC Catalog.

Learning Disabilities. Learning disabilities will be accommodated if the instructor is notified in a timely fashion. It is the student's responsibility to have any learning disability documented by the Learning Center, and to inform the instructor as soon as possible in the semester. Please see the MSMC Catalog for 1998-2000 for the college policy.

Academic Freedom. Please see the MSMC Student Handbook for the college Academic Freedom policy.

Other. All college policies govern this course. Please see the MSMC Student Handbook and Catalog for any issues not covered in this syllabus.

PSY 144 Requirements and Grading

Your course grade will be composed of three multiple-choice exams, a group paper, and class participation. Extra credit opportunities may be available during the semester.

Exams. Three exams will be given covering the material presented in class and in the texts. Questions will be multiple-choice; you must bring a scantron form and #2 pencil with you to class on exam days.

Group Paper. This paper must be 8-10 pages long. I highly recommend that you get approval of your topic before

PSY 144 Semester Grade		Grade Scale	
Exam 1	20%	92-100%	A
Exam 2	20%	90-91%	A-
Exam 3	20%	88-89%	B+
Group Paper	30%	82-87%	B
Participation	10%	80-81%	B-
<hr/>		78-79%	C+
Total	100%	72-77%	C
Extra Credit	3%	70-71%	C-
(maximum)		60-69	D
		below 60	F

beginning your paper. Your paper must be reviewed by another student (outside of your group) before you turn it in. You must turn in the marked-up draft, the corrected manuscript, and the student editing form. The editor's performance is included in the editor's term paper grade. You have your choice of one of the following three options.

Option A: Event Analysis. In this paper you will analyze a book, movie, or real-life event (current or historical) involving prejudice, using two or more theoretical perspectives from class or your text. You must get approval from me of the incident you choose to analyze before you write the paper. Your paper should (1) describe the incident, then (2) present the psychological theories of prejudice that you find best explain the incident. Each theory should be (1) described, and (2) the way in which the theory applies to the incident should be presented. Specific details from the incident should be used to support your arguments.

Option B: Research Proposal. In this paper you will develop a hypothesis based upon one or more of the psychological theories of prejudice presented in class and/or your text. In your paper, (1) the theories you rely upon should be explained, (2) the rationale behind your hypothesis should be clearly spelled out, and (3) published research relevant to your hypothesis should be briefly summarized. You should then (1) describe an experiment designed to test your hypothesis (in American Psychological Association format), and (2) provide interpretations of hypothetical results both in support of, and in contradiction of, your hypothesis. (Note: you do not have to actually conduct this research! However, if you are interested in pursuing the research you propose, it might be possible to do so — come see me.)

Option C: Intervention Proposal. In this paper you will propose an intervention designed either to prevent or to reduce prejudice. This intervention can be aimed at whatever level you choose, from societal to individual, but you must specify (1) the level and (2) the rationale for your choice. Your intervention description should include details such as (1) methods, (2) timeframe, and (3) population, as well as (4) plans for evaluating whether or not the intervention was successful. Your intervention must be based in psychological theory presented either in class or in your text. Therefore you should also (1) present the theory or theories you rely upon, and (2)

the rationale leading from theory to intervention. (Note: You do NOT have to actually carry out the intervention! However, if you are interested in conducting the intervention you propose, it might be possible to do so — come see me.)

Class Participation. You are expected to be fully prepared for class each week. This includes not only keeping up with the reading, but also having spent time considering the topic at hand, how it might apply in your life and in current events, and what questions you have that have not yet been answered. You are expected to participate fully in class and to complete homework assignments fully and on time.

Extra Credit. You can receive extra credit in this course in one of two ways, by participating in approved psychology experiments as an experimental subject, or by submitting newspaper articles accompanied by a paragraph explaining how this course has given you a different perspective on or insight into the article. For each experiment you participate in, and each satisfactory newspaper article reflection, you will receive +1/2% for your semester grade. You will receive a maximum of 3% in extra credit total. Extra credit must be completed before finals week. Other extra credit opportunities may be announced in class. *No individual extra credit possibilities will be offered that are not available to the class as a whole.*

PSY 244 Requirements and Grading

You must fulfill the requirements listed for PSY 144 (above). In addition, you will work with the course instructor to design a term project. Your semester grade will be distributed as shown in the table on the right.

The Psychology Department of Mount Saint Mary's College has had a consistent policy concerning passing grades in graduate courses. Students must earn the grade of B- or better in each course applied toward degree requirements. Any grade below a B- is not a passing grade. A course may only be repeated one time. If a student does not earn a B- or better upon repetition of the course, the student will be dismissed from the program.

PSY 244 Semester Grade

Exam 1	15%
Exam 2	15%
Exam 3	15%
Group Paper	20%
Project	20%
Participation	15%

Tentative Course Schedule**PART I: Introduction**

Weeks 1 & 2:
Jan 15 – 26

Introduction to the Course**Introduction to Prejudice**

Read Psychology of Prejudice, Chapters 1 & 5
Begin reading The Great Deluge
Self-Assessment
Weekly Journal Entries

Week 3:
Jan 29 – Feb 2

History of Prejudice in the United States

Continue reading The Great Deluge
Weekly Journal Entries

Week 4:
Feb 5 – 9

Effects of Prejudice

Read Psychology of Prejudice, Chapters 6 & 7
Finish reading The Great Deluge
Weekly Journal Entries

Week 5:
Feb 12 – 16

Katrina Analysis**Exam 1 (Lecture & Chapters 1, 5, 6 & 7)****PART II: Sources of Prejudice**

Week 6:
Feb 19 – 23

Prejudiced Individuals

Read Psychology of Prejudice, Chapter 4
Weekly Journal Entries

Weeks 7 & 8:
Feb 26 – Mar 2

Psychological Fundamentals

Read Psychology of Prejudice, Chapters 2 & 3
Weekly Journal Entries

Mar 12 – 16

*** Enjoy Spring Break! ***

Weekly Journal Entries

Week 9:
Mar 19 – 23

Katrina Analysis**Exam 2 (Lecture & Chapters 4, 2, & 3)**

Weekly Journal Entries

Week 10:
Mar 26 – 30

Learning and Communicating Prejudice

Read Psychology of Prejudice, Chapter 8
Weekly Journal Entries

Week 11:
April 2 – 6

Intergroup Dynamics

Weekly Journal Entries

PART III: Moving Forward

Week 12:
April 9 – 13

**Putting it All Together
.... Where Do We Go From Here?**

*Read Psychology of Prejudice, Chapter 10
Weekly Journal Entries*

Week 13:
April 16 – 20

Making a Difference

*Read Psychology of Prejudice, Chapter 9
Weekly Journal Entries*

Week 14:
April 23 – 27

Katrina Analysis

Exam 3 (Lecture & Chapter 8, 10, & 9)

Week 15:
April 30 – May 4

Group Presentations

Finals Week:
May 7 – 10

(Shhh ... it's a surprise!)

Enjoy Summer Break!