LEADERSHIP 390/ PSYCHOLOGY 449 – SOCIAL PSYCHOLOGY OF PLURALISM – FALL 2005

INSTRUCTOR: Dr. Crystal Hoyt
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PHONE: 804-287-6825
OFFICE HOURS: T/R 2:00pm-3:00pm
OFFICE LOCATION: Jepson 132

COURSE TIMES AND LOCATION: Tuesday, Thursday 12:45-2:00pm, Jepson 107

COURSE WEBSITE: http://blackboard.richmond.edu

READINGS:
Two books and a number of research articles are assigned for this course. The readings may change slightly and other readings may be assigned during the semester. The assigned readings provide the background and context for classroom lecture and discussion, therefore, you should read the readings before the class period during which it is discussed.

DESCRIPTION AND GOALS OF THE COURSE:
The goal of this course is to understand how pluralism and diversity affect social relations. To this end, we will examine pluralism and diversity through the lens of social psychology by examining individual and collective dynamics in pluralistic settings. The primary focus in this course will be to familiarize you with basic research on intergroup relations, prejudice, stereotyping, and discrimination, so that you can: (1) evaluate and analyze the scientific merit of this research, and (2) apply this research to real world situations. Taking an experimental social psychological approach, we will give emphasis to theory and experimental research that focuses on the causes, correlates and consequences of stereotyping, prejudice, and discrimination. In addition to understanding the effects and theoretical origins of many problems associated with pluralism, we will also address approaches to changing/decreasing these problems.

COURSE REQUIREMENTS
Your grade in the course will be determined by performance on the following course requirements:

1. CLASS PARTICIPATION AND DISCUSSION QUESTIONS: This course is predicated on the active participation of all members. You are expected to attend all classes, arrive on time, and fully engage in discussions and activities. The emphasis is on quality of class participation rather than quantity. Each unexcused absence will penalize your final grade. Excused absences (such as illness, team trips, or family emergencies) must be documented with a doctor’s or dean’s letter. The class discussions and activities are highly dependent upon the assigned reading for the day. You must come to class fully prepared to discuss the assigned readings; thorough participation will also contribute to a strong evaluation of class participation.

In order to facilitate critical thinking and discussion, I would like each of you to write two discussion questions for class. You are required to submit two discussion questions by 11am the day the class meets; please turn in a hard copy at my office, emailed questions will not be
accepted. Questions submitted after 11am will be heavily penalized and those not submitted by class time will be given a zero. We will use the questions you have raised for class discussion the next day. The questions should be thought-provoking and designed to generate discussion. The best types of questions are those that (a) integrate the class readings, (b) go beyond the readings to question its implications, applications, etc.

2. **DISCUSSION LEADER:** During many of the class meetings we will engage in a discussion of the assigned readings. Each member of the seminar will sign up to lead seminar discussions during the semester. The facilitator(s) should identify the most important issues and questions in the readings and prepare a 10-15 minute presentation identifying the important issues, giving examples of situations in which these issues arise, presenting the authors’ arguments about these issues, and identifying criticism of the work. The facilitators are not to resolve these issues, but use them to encourage further discussion of these issues.

3. **WRITTEN ASSIGNMENTS:** You will be required to write two papers this semester. The first will be a thought paper related to the assigned text ‘Black Like Me.’ This assignment is due November 4. Additionally, you will develop an individual research proposal for an empirical study. The proposal will include an abstract (briefly laying out the main thesis of the paper, the planned study, and expected results); an introduction (including literature review and research questions and/or hypotheses); a methods section (description of the methods of inquiry for an original study attempting to answer the research question); a results section (description of predicted findings); and a discussion section (linking the proposed research to larger implications). The research paper is due on December 9th. Details for each assignment will be provided in the course.

4. **EXAMINATIONS:** There will be three exams in this course, two midterms and one final. The exams will cover information from both in-class discussions and reading assignments. The final exam will not be cumulative and will be given during the final exam testing time.

**Makeup Exams:** If you miss an exam due to an illness or personal emergency, you must contact me **prior to, or within one day,** of the missed exam. Before we can schedule a makeup exam, you must provide a **written medical excuse or other verifiable documentation.** Makeup exams may take an alternative form to that taken by the rest of the class.

**ELEMENTS OF YOUR GRADE:**

Grades in this course will be based on your performance on the three exams, the writing assignments and class participation. Good performance on each assignment and exam is important to your overall success in this course. Your **total points** will be based on the following components:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>15%</td>
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<tr>
<td>Written assignments</td>
<td>25%</td>
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<td>Exams (20% each)</td>
<td>60%</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Final grades** in the course will be based on the percentage of total points that you earn, according to the following cutoffs:

<table>
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<tr>
<th>Percentages for final grades:</th>
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<tbody>
<tr>
<td>A = 90-100%</td>
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<tr>
<td>B = 80-89%</td>
</tr>
<tr>
<td>C = 70-79%</td>
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<tr>
<td>D = 60-69%</td>
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<td>F = &lt;60%</td>
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*Plus and minus grades are not shown but will be used*

**HONOR CODE:** The Jepson School supports and adheres to the provisions of the Honor System sanctioned by the School of Arts and Sciences. Every piece or written work presented by individual students must have the honor pledge with the student’s signature on it. The pledge is: “I pledge that I have neither given nor received unauthorized assistance during the completion of this work.”

**STUDENTS WITH DISABILITIES:** If you have a verified disability and would like to discuss special academic accommodations, please contact me during the first week of class to arrange reasonable and appropriate accommodations.
Class Schedule and Reading Assignments

Aug. 30  Introductions
Prejudice, Discrimination, and Stereotyping: The Basics

Sept. 1  Introducing the Concepts
- Nelson Chpt. 1

Sept. 6  Introducing the Concepts Cont.

Overview of Methodology

Sept. 8  How Psychologists Study Prejudice and Discrimination
- Whitley and Kite, Chapter 2
- Nelson pp. 116-127

Social Categorization and Stereotypes

Sept. 13  Overview of Origin and Maintenance of Stereotypes
- Nelson, Chapter 2

Sept. 15  Social Categorization and Stereotype Accuracy

Sept. 20  Stereotype Maintenance and Motivation

Sept. 22  Origins of Prejudice: Realistic Conflict Theory, Social Identity Theory, and Relative Deprivation Theory

Stereotyping: Affect and Cognition

Sept. 27  Affect and Stereotyping
- Nelson Chapter 3

Sept. 29  Cognition and Stereotyping
Oct. 4  
**EXAM 1**

**Individual Differences Approaches**

Oct. 6  
**Individuals and Prejudice & Terror Management Theory**
- Nelson, Chapter 4

Oct. 11  
**Social Dominance Orientation and Political Orientation**

**Effects of Prejudice and Stereotypes on Targets**

Oct. 13  
**The Target’s Perspective**
- Nelson Chapter 6

Oct. 18  
**FALL BREAK Yeah!!**
- Begin reading ‘Black Like Me’- reading should be complete by November 1.

Oct. 20  
**Social Stigma and Attributional Ambiguity**

Oct. 25  
**Stereotype Threat and Self-Fulfilling Prophecy**

Oct. 27  
**Stereotype Reactance and Coping with Discrimination**

**Racism: Old-Fashioned vs Modern**

Nov. 1  
**Old-Fashioned and Contemporary Prejudice**
- Nelson Chapter 5

Nov. 3  
**Aversive and Symbolic Racism**

Nov. 4  
**Thought paper due by 5pm**

Nov. 8  
**EXAM 2**

**Other Isms: Ageism, Sexism, and Heterosexism**

Nov. 10  
**An Introduction to Isms**
- Nelson Chapter 7
- Nelson Chapter 8
Nov. 15 **Ageism**

Nov. 17 **Sexism**

Nov. 22 **Heterosexism**

Nov. 24 **THANKSGIVING Yeah!!**

Nov. 29 **Reducing Stereotypes and Prejudice**

Dec. 1 **Self-Regulation, Empathy, and Value Confrontation**

Dec. 6 **Intergroup Contact and Affirmative Action**

Dec. 8 **Color-Blindness vs Multiculturalism & the Target's Perspective**

Dec. 9 **Research paper due by 5pm**

**FINAL EXAM: MONDAY, DEC 19, 7-10PM.**