

Psychology 472W: Senior Seminar

Topic: Psychology of Diversity

Spring 2012

Monday and Wednesday 1:00-2:15pm

Classroom Building C303A

Professor: **Jenn Hunt, Ph.D.**
Office: **Classroom Building C308**
Phone: **878-3421**
Email: **huntjs@buffalostate.edu**

Office hours: MWF 10:00-10:55am
Other hours by appointment

Please read this syllabus carefully – it contains important information that you must know to succeed in this class. All students are responsible for knowing the information in this syllabus.

Course Description:

We live in a world that is increasingly diverse in terms of race and ethnicity, gender, religion, sexual orientation, and other factors. This course will examine the psychological science of diversity by considering three interrelated issues. First, we will consider the *actor perspective* and examine psychological research on prejudice, stereotyping, and discrimination, which often involve deeply entrenched social and cognitive processes. Second, we will consider the *target perspective* and explore research on the psychological and social consequences of being part of a stigmatized group. Third, we will consider the *observer perspective*, learning about recent research on people's views of diversity and reactions to discrimination and inequality. After developing an initial understanding of these issues, we will explore specific areas of student interest and discuss strategies for reducing intergroup bias and inequality.

This class will be conducted in a manner similar to a seminar in graduate school, so it will give you experience with that type of educational process. The course will be demanding, but I am confident that we will have fun and learn a great deal.

Learning Objectives:

My major goals for students in this course are: 1) to develop a sophisticated understanding of psychological research and theory related to diversity; 2) to apply that knowledge to important real-world situations; 3) to critically analyze, evaluate, integrate, and design psychological research; and 4) to develop better written and oral communication skills.

This course fulfills both a writing across the curriculum and an oral communications Intellectual Foundations requirement, and thus meets the SUNY learning objectives for both types of courses. Those objectives are listed on p. 13 of the syllabus.

Prerequisites:

PSY101, 306, and 450 + 6 additional hours in Psychology; Senior status.

Required Readings:

In this seminar, we will read a number of articles and book chapters related to the psychology of diversity. The readings will include theoretical pieces, review papers, and empirical reports. All articles will be posted on Angel in pdf format. *You MUST print out these articles and bring them to class.*

Attendance:

Because this seminar is discussion-based, attendance is required. Students are expected to attend all class sessions and to complete the assigned readings *prior* to class. Class participation is worth 24% of your grade, so missing class or coming to class unprepared will lower your grade. *If you have four or more unexcused absences, you will automatically fail the course. If you miss six or more classes for any reason, you will be asked to withdraw.* Excused absences consist of personal illness, family emergencies, and professional activities (e.g., conferences, job interviews). Please notify me in advance if you need to miss class.

Disruptive Student Policy:

This is a small, discussion-based class, so respectful behavior is especially important. Behaviors that disrupt other students' ability to learn (e.g., text messaging, side conversations, reading other materials) will not be tolerated. If you engage in behavior that I deem disruptive, I may ask you to leave class. Please be on time for class and turn off all cell phones, iPods, pagers, etc. – you will be asked to leave if they go off.

Safe Classroom Policy:

This class needs to be a safe, supportive environment for individuals regardless of their gender, race, ethnicity, religion, cultural or national background, sexual orientation, or gender identity or expression. Disrespectful or derogatory words or treatment will not be tolerated. If you have specific needs or concerns related to the classroom environment, please see me as soon as possible.

Use of Angel:

Articles, handouts, and grades will be posted on Angel on an ongoing basis. If I need to contact the class, I will send a message by Angel mail, so you need to check Angel regularly.

Evaluation:

Your grade in this course will be based upon class participation, biweekly reaction papers, an oral presentation, and a written research proposal.

An Important Warning: Since this course is a seminar, my preference is to focus on written and oral work rather than exams. Currently, there are no exams scheduled. However, this is based on the expectation that *all* students will read and think about the assigned material before each class session and come to class prepared to discuss it. If at any point during the semester I suspect any students are not keeping up with the reading, I will institute exams for the entire class.

Class Participation and Discussion Notes (90 points; 24% of your grade):

Discussion is the essence of a seminar. This is NOT a lecture course! Much of the learning in this class will come from discussing the readings, sharing your thoughts and questions, and

listening to the ideas of your peers. Each student is expected to meaningfully participate in all class sessions. I will try not to dominate class discussion, and you must try not to be passive. Meaningful participation means that you have read *and thought about* the assigned readings, and that, during class, you actively engage the material through critical analysis, posing questions, drawing connections, generating ideas, and discussing relevant issues. You are expected to show respect for diverse opinions; keep in mind that respectful disagreement can enhance discussion and learning.

Each class session is worth 4 points toward your final grade. Three of the points will come from *class participation*, reflecting both the quantity and quality of your contributions to discussion. The remaining point will reflect the quality of the *discussion notes* that you will write to prepare for each class session. More information about the discussion notes and grading standards for class participation can be found on p. 9 of the syllabus.

Each student will have two “freebie” days in which your class participation and discussion notes will not be graded (although you still must listen attentively). Please let me know at the beginning of class if you plan on taking one of your freebies. If you do not take both of your freebies, I will drop your two lowest scores at the end of the semester.

Reaction Papers (75 points; 20% of your grade):

To help you develop your understanding of the material, critical analysis, and writing skills, you will write 6 reaction papers, each approximately 3 pages in length. The topics for the paper are listed on p. 10 of the syllabus. Generally speaking, they involve summarizing and integrating the readings and reflecting on the “big picture” – What are the major theories and findings you have learned? How do they fit together? What are your own thoughts and opinions?

Each paper is worth 15 points. More specific information about the papers and the grading criteria are provided on p. 10. Your lowest reaction paper grade will be dropped, or if you are happy with your first 5 grades, you can elect not to write the final reaction paper.

Oral Presentation (90 points; 24% of your grade)

Each student will lead a class session, including an appropriately 50 minute presentation and 25 minute discussion period. In your presentation, you will provide an in-depth summary and discussion of research on an issue of interest related to the psychology of diversity. Potential presentation topics are listed on p. 11 of the syllabus. You are welcome to select a topic related to your research proposal, although your presentation will need to be broader than the paper (i.e., an overview of the entire issue), and you should not discuss your proposed study in detail. You should expect to use at least 10-12 sources to prepare your presentation.

In your presentation, you will provide some background information about your issue and then discuss relevant research and theory. In addition, you need to describe your own ideas about future research, theorizing, and/or real world applications. You also need to prepare questions for class discussion following your presentation. During the presentation, you are encouraged to use visual aids (e.g., powerpoint) *as long as you are not reading off of them*.

All presentation topics must be approved by Dr. Hunt. On **February 15**, you need to turn in a one paragraph description of your proposed presentation (5 points). You will turn in a detailed

outline of your presentation on the same day that you distribute your article (i.e., **March 7**, **March 26**, or **April 9**; 10 points). The presentation itself is worth 75 points.

To prepare the class for the presentations, each student will assign an article related to his or her topic. Students need to bring 13 copies of their article to distribute to classmates and the professor on **March 7** for presentations 1-4, **March 26** for presentations 5-8, and **April 9** for presentations 9-13. On the day of your presentation, please distribute an outline and list of references to everyone in the class ($N = 13$).

Research Proposal (115 points; 31% of your grade)

Each student will write an original research proposal related to the psychology of diversity. The proposal will resemble an empirical journal article, except there will not be data. In other words, you will review the relevant literature; propose one or more hypotheses; describe the methods that you would use to test those hypotheses, the statistics you would use to analyze the data, and results you would expect to find; and write a discussion about the meaning and implications of your proposed study. The proposals should be written in APA Style and should be approximately 15-18 pages of text (body of the paper) *plus* title page, abstract, and references.

Your proposal can be related to your class presentation, but it should be narrower in focus (i.e., an in-depth examination of a single issue and research question). To make sure you are on the right track, you need to submit a one paragraph description of your paper topic to Dr. Hunt by **February 27** (5 points), and a detailed outline of your paper with a list of references by **March 28** (10 points). The final paper, which is worth 100 points, is due on **April 25**; it will be submitted electronically using the Turn It In program (see below).

Grade Calculation

Course grades will be based on the percentage you earn out of 370 possible points.

Grade	Percent	Points
A	93.0 – 100.0%	344 – 370
A-	90.0 – 92.9%	333 – 343.5
B+	87.0 - 89.9%	322 – 332.5
B	83.0 - 86.9%	307 – 321.5
B-	80.0 – 82.9%	296 – 306.5
C+	77.0 - 79.9%	285 – 295.5
C	73.0 - 76.9%	270 – 284.5
C-	70.0 – 72.9%	259 – 269.5
D+	67.0 - 69.9%	248 – 258.5
D	60.0 - 66.9%	222 – 247.5
E	below 60.0%	below 222

- NOTES:**
- 1) You cannot take this course on the pass-fail system.
 - 2) If it becomes necessary to give exams, the point total and grade cut-offs for the course will change.

Policy on Late Assignments

Assignments are due by the beginning of class on the day they are due. Ten percentage points will be deducted for every 24 hour period that assignments are late. After 10 days, assignments will not be accepted unless you have a documented emergency.

COURSE SCHEDULE & READINGS

1/23 Introduction to the Course

1/25 A Science of Diversity

Plaut, V.C. (2010). Diversity science: Why and how difference makes a difference. *Psychological Inquiry, 21*, 77-99.

1/30 Aversive Racism

Pearson, A.R., Dovidio, J.F., & Gaertner, S.L. (2009). The nature of contemporary prejudice: Insights from aversive racism. *Social and Personality Psychology Compass, 3*, 1-25.

Due: Reaction Paper 1

2/1 Ambivalent Sexism

Cikara, M., Lee, T. L., Fiske, S. T., & Glick, P. (2009). Ambivalent sexism at home and at work: How attitudes toward women in relationships foster exclusion in the public sphere. In J. T. Jost, A. C. Kay, & H. Thorisdottir (Eds.), *Social and psychological bases of ideology and system justification* (pp. 444-462). New York: Oxford University Press.

Brandt, M.J. (2011). Sexism and gender inequality across 57 societies. *Psychological Science, 22*, 1413-1418.

2/6 Sexual Prejudice

Herek, G.M. (2004). Beyond "homophobia: Thinking about sexual prejudice and stigma in the twenty-first century. *Sexuality Research & Social Policy, 1*, 6-24.

2/8 Intergroup Processes & Threat as Sources of Prejudice

Fiske, S.T., & Taylor, S.E. (2008). Social identity, self-categorization, and other identity theories. In *Social cognition: From brains to culture* (pp. 259-262). New York: McGraw-Hill.

Riek, B.M., Mania, E.W., & Gaertner, S.L. (2006). Intergroup threat and outgroup attitudes: A meta-analytic review. *Personality and Social Psychology Review, 10*, 336-353.

2/13 Stereotypes

Pratto, F., & Pitpitan, E.V. (2008). Ethnocentrism and sexism: How stereotypes legitimize six types of power. *Social and Personality Psychology Compass*, 2, 2159-2176.

Due: Reaction Paper 2

2/15 Stereotyping

Macrae, C.N., Milne, A.B., & Bodenhausen, G.V. (1994). Stereotypes as energy-saving devices: A peek inside the cognitive toolbox. *Journal of Personality and Social Psychology*, 66, 37-47.

Schneider, D.J. (2004). *The psychology of stereotyping* (pp. 120-132). New York: Guilford Press.

Due: Paragraph describing topic for class presentation

2/20 Implicit Prejudice and Stereotyping

Devos, T. (2008). Implicit attitudes 101: Theoretical and empirical insights. In W.D. Crano & R. Prislin (Eds.), *Attitudes and attitude change* (pp. 61-84). New York: Psychology Press.

Take a group-based IAT at <http://implicit.harvard.edu>

2/22 How to Give Good Oral Presentations & Write Effective Papers

Readings: Packet on ANGEL

Due: Reaction Paper 3

2/27 The Target Perspective: Stigma

Frost, D.M. (2011). Social stigma and its consequences for the socially stigmatized. *Social and Personality Psychology Compass*, 5, 824-839.

Hoyt, C.L., Aguilar, L., Kaiser, C.R., Blascovich, J., & Lee, K. (2007). The self-protective and undermining effects of attributional ambiguity. *Journal of Experimental Social Psychology*, 43, 884-893.

Due: Paragraph describing your idea for your research proposal

2/29 Stereotype Threat

Davies, P.G., Spencer, S.J., Quinn, D.M., & Gerhardstein, R. (2002). Consuming images: How television commercials that elicit stereotype threat can restrain women academically and personality. *Personality and Social Psychology Bulletin*, 28, 1615-1628.

Schmader, T. (2010). Stereotype threat deconstructed. *Current Directions in Psychological Science*, 19, 14-18.

3/5 Interracial Interactions

Trawalter, S., & Richeson, J.A. (2008). Let's talk about race, baby!: When Whites' and Blacks' interracial contact experiences diverge. *Journal of Experimental Social Psychology*, 44, 1214-1217.

Word, C.O., Zanna, M.P., & Cooper, J. (1974). The nonverbal mediation of self-fulfilling prophecies in interracial interaction. *Journal of Experimental Social Psychology*, 10, 109-120.

3/7 Recognizing and Confronting Prejudice

Kawakami, K., Dunn, E., Karmali, F., & Dovidio, J.F. (2009). Mispredicting affective and behavioral responses to racism. *Science*, 323, 276-278.

Ashburn-Nardo, L., Morris, K.A., & Goodwin, S.A. (2008). The confronting prejudiced responses (CPR) model: Applying CPR in organizations. *Academy of Management Learning & Education*, 7, 332-342.

Due: Presenters bring articles and outlines for presentations 1-4

3/12 Thinking about Inequality

Powell, A.A., Branscombe, N.R., & Schmitt, M.T. (2005). Inequality as ingroup privilege or outgroup disadvantage: The impact of group focus on collective guilt and interracial attitudes. *Personality and Social Psychology Bulletin*, 31, 508-521.

Stephens, N.M., & Levine, C.S. (2011). Opting out or denying discrimination? How the framework of free choice in American society influences perceptions of gender inequality. *Psychological Science*, 22, 1231-1236.

3/14 Selecting Appropriate Statistical Analyses for Research

No reading but bring to class: The hypothesis and study design (including IVs and DVs) for your research proposal + an idea for at least one other way to test the same hypothesis

Due: Reaction Paper 4

3/19 & 3/21 No Class – Spring Break

3/26 Student Presentation 1
Reading: Assigned by Presenter

Due: Presenters bring articles and outlines for presentations 5-8

3/28 Student Presentation 2
Reading: Assigned by Presenter

4/2 Student Presentation 3
Reading: Assigned by Presenter

Due: Detailed Outline and List of References for Research Proposal

4/4 Presentation 4
Reading: Assigned by Presenter

4/9 Presentation 5
Reading: Assigned by Presenter

Due: Presenters bring articles and outlines for presentations 8-13

4/11 Presentation 6
Reading: Assigned by Presenter

4/16 Presentation 7
Reading: Assigned by Presenter

Due: Reaction Paper 5

4/18 Presentation 8
Reading: Assigned by Presenter

4/23 Presentation 9
Reading: Assigned by Presenter

4/25 Presentation 10
Reading: Assigned by Presenter

Due by midnight: Final Research Proposal (submit on ANGEL using TurnItIn)

4/30 Presentation 11
Reading: Assigned by Presenter

5/2 Presentation 12
Reading: Assigned by Presenter

Due: Reaction Paper 6 (optional)

THURSDAY 12/15, 1:40-3:30 pm (CEP session) Presentation 13 and Class Wrap-Up
Reading: Assigned by Presenter

Please note: The class schedule and readings are subject to change. Any changes will be announced in class.

Class Participation and Discussion Notes

Grading Criteria for Class Participation

You can earn up to three points for each class session. In general, you will earn:

- 2.5-3 points if you are prepared for class and actively contributing to discussion by sharing ideas, asking questions, and responding to others
- 2 points if you are prepared, engaged, and attentive but not actively contributing to the discussion
- 1 point if you are present but not attentive
- 0 points if you are absent or clearly unprepared for class

Discussion Notes

To prepare for class discussion, each day you need write discussion notes that include 2-3 pieces of information for each reading:

- 1) The most important idea or finding that you learned from the reading. Focus on identifying the “take home” point(s).
- 2) At least one discussion question related to the reading (or integrating across multiple readings) that you would be interested in talking about in class.
- 3) (if applicable) Anything else that you found particularly interesting about the reading.

The discussion notes do not need to be long; you may only write a few sentences. However, they do need to be thoughtful. Discussion notes will be collected by Dr. Hunt each day.

Good discussion questions often address issues such as: critical analysis of the author’s ideas or research methods, integration of the current reading with previous readings or discussion, potential implications of the research, and application of the research to novel contexts. They do *not* involve simple clarification questions!

Reaction Paper Information and Topics

Grading Criteria

Good reaction papers should *demonstrate knowledge* of the information you have learned, as well as *provide your own insights and critical analysis*. To earn the maximum number of points, 1) be sure to answer the *entire* question, 2) support your responses with information from most or all of the readings in the relevant section of class, 3) explain and justify your point of view, and 4) use good writing (spelling, grammar, clarity), paraphrasing, and citations.

Each reaction paper should be approximately 3 pages of text. This short length is purposeful - it will help you to develop clear, concise writing and to identify the most important information from articles. Do *not* include introductory or concluding paragraphs, as they will eat up valuable space. *You must provide citations for information, and you cannot use direct quotations.*

Reaction Paper 1 – Due 1/30

What is diversity science, and how does it extend beyond traditional research on stereotyping, prejudice, and discrimination? What are colorblind and multicultural ideologies, and how do they affect race-relevant attitudes and behaviors? How does what you have read relate to and/or challenge your own views and experiences of diversity and bias?

Reaction Paper 2 – Due 2/13

What are some consistent elements that underlie prejudice against different social groups (e.g., African Americans, gender groups, sexual minorities)? In contrast, what are some ways that the nature of prejudice differs across specific target groups? Do you think there could be a universal model of prejudice, or does it need to be considered on a group-by-group basis?

Reaction Paper 3 – Due 2/22

What are stereotypes, and what are some reasons that we have them? How do stereotypes serve as schemas to affect information processing? What is meant by automatic/implicit processes? What are some ways in which stereotypes and prejudice automatically/implicitly affect people's thoughts and behaviors? Based on why you have learned, do you think it is possible to eliminate the use of stereotypes? Why or why not?

Reaction Paper 4 – Due 3/14

What are some ways in which being the target of prejudice affects members of stigmatized groups, and why do these effects occur? Be sure to address attributional ambiguity and stereotype threat. What are some challenges associated with interracial interactions, as well as with responding to discrimination? Thinking about our triangle from the first day of class, what other topics related to the target and audience perspective should be studied, and why?

Reaction Paper 5 – Due 4/16

Topic TBA – Based on student presentations

Reaction Paper 6 – Due 5/2

Topic TBA – Based on student presentations

Possible Topics for Student Presentations

Strategies for reducing prejudice, stereotyping, and/or discrimination

- Intergroup contact theory*
- Common identity model*
- Stereotype change*
- Motivation to control prejudice
- Suppression/inhibition strategies*
- Diversity training*
- Social norms, role models, etc.

Discrimination & inequality in specific domains*

- Legal system
- Health care
- Education
- Employment

Perceiving and responding to discrimination (target)

- Determining whether discrimination occurred*
- Effects of microaggressions

Perceiving and responding to inequality and oppression (audience)

- Reactions to White privilege*
- Reactions to institutional racism

Prejudice against different groups*

- Latino/as
- Muslims (religious group) or Arabs (ethnic groups)
- Immigrants
- Obese people
- People with mental or physical health problems

Ethnic identity

- Minority
- Majority
- Bicultural

ETC.!!! I want you to choose a topic that interests you. If you have other ideas, I am happy to discuss them.

Other Important Information

Incompletes:

A grade of “Incomplete” (“I”) will be given only for extenuating circumstances or personal emergencies (e.g., severe illness, death in family) that can be documented and are acceptable to the professor. Extenuating circumstances do *not* include vacation, travel, employment, or heavy course loads. Please see Dr. Hunt *as soon as possible* if you think you may need an incomplete.

Accommodations for Students with Disabilities:

It is my policy, as well as the college’s, to provide reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or meet course requirements. Students with disabilities are encouraged to contact me within the first two weeks of the semester to discuss their needs. In addition, please contact the director of the Disabilities Services Office, 120 South Wing, 878-4500. All such discussions will be held in strict confidence.

Available Support Services:

If, during this course, you realize that you need assistance with academic skills not directly related to psychology, such as writing, note-taking, computers, or math, please contact the Academic Skills Center, South Wing 330, 878-4041.

Academic Misconduct:

There is a zero tolerance policy toward academic misconduct in this class. Students who engage in any form of academic misconduct, including plagiarism, turning in another person’s work as your own, turning in the same paper in more than one course, or engaging in behaviors that prevent other students in the class from succeeding, will be sanctioned. At a minimum, you will receive a grade of zero for the exam or assignment; in all likelihood, you will receive a grade of “E” for the course. All cases of academic misconduct will be reported to the college, which may impose additional penalties. *If you choose to cheat or plagiarize, you are choosing to fail this course.*

To prevent plagiarism, students will submit their papers electronically using Turn It In, a textual similarity detection program. Textual similarity detection software compares submitted student text to a database of millions of previously published documents, including those on the public Internet, a proprietary collection of published articles, as well as every student paper previously submitted to the detection service. When similarities between student text and an existing document are found, the software identifies those similarities for instructor and/or student review. (Similarity alone is not evidence of academic misconduct, as such material may be correctly cited.) This software may be used as an educational tool to assist students in learning how to properly cite resources, to decrease instances of academic misconduct, and/or to assist in the identification of acts of academic misconduct.

More information about plagiarism and how to avoid it will be provided during the semester. If you have any questions about appropriate paraphrasing, citations, etc., please see Dr. Hunt.

SUNY Learning Objectives

As a course that fulfills both a writing across the curriculum and an oral communications requirement, this class will meet the following learning objectives.

Oral Communications (taken from www.buffalostate.edu/intellectualfoundations):

Students will demonstrate the ability to:

1. Compose and deliver extemporaneous public presentations.
2. Effectively create, organize, and support ideas in public presentations.
3. Evaluate audiences' contexts, attitudes, values and responses and adapt messages accordingly.
4. Effectively listen to and critically evaluate others' messages.
5. Contribute to active and ongoing discussions of issues in the discipline.

Writing across the Curriculum (taken from <http://www.buffalostate.edu/writingprogram/x793.xml>):

Writing-to-learn techniques will be utilized. Specifically this means that:

1. Students must be assigned both formal and informal writing that are connected to one another;
2. Students must be given meaningful and timely feedback on their writing and be required to respond to said feedback through rewriting and resubmission of significant writing assignments;
3. Writing shall constitute a significant portion of coursework and subsequent grading;
4. CWP 102 or its equivalent shall be a prerequisite.

Every piece of formal writing submitted as part of the requirement should exhibit each of the following minimum standards, as appropriate to the course and the nature of the assignment:

1. Clearly stated purpose/main idea/thesis;
2. Adequate support/proof/development of the main idea(s);
3. Clear and logical organization;
4. Complete sentences and standard use of grammar, punctuation and spelling;
5. Correct documentation (interior documentation, references, and/or bibliography) in a format appropriate to the field;
6. Evidence of critical thinking.