

PSY 410: STIGMA AND PREJUDICE

Fall 2014 * MW 3:00pm-4:20pm * Hopkins Center 310

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Fundamental to the process of decentering the oppressive other and claiming our right to subjectivity is the insistence that we must determine how we will be and not rely on colonizing responses to determine our legitimacy. **bell hooks**

My project is an effort to avert the critical gaze from the racial object to the racial subject; from the described and imagined to the describers and the imaginers; from the serving to the served. **Toni Morrison**

Please note that all facets of the syllabus are subject to change at my discretion.

OVERVIEW

This course covers a social psychological perspective of stigma. The study of stigma involves a discussion of prejudice because stigma involves ways people experience other's prejudice towards themselves given their relationship and the context. People's experience of themselves may involve whether they believe another is prejudiced against them because of their ethnicity, gender, religion, age, color, sexual orientation, socioeconomic status, ability status, native language or some other status. We will look in-depth at views of stigma and prejudice and ways those views have changed over time. Some course materials will look at stigma across cultures.

REQUIREMENTS

✘ ***I will make every reasonable attempt to grade blind.*** In order to maintain blind grading on assignments submitted through turnitin.com, you must create a new or edit an existing turnitin.com account. For your first name, enter your four-digit personal class ID number. For your last name, enter your four-digit personal class ID number. Submit all of your assignments for this class using this account that keeps your identity masked from me. Generally, we will have papers, presentations and discussion on Wednesdays and lecture or a movie on the topic the following Mondays. Each week, you will be responsible either to lead discussion, give an oral presentation or submit a paper on the week's topic. Students will lose points for superficial coverage and/or misunderstanding of the week's topic. These requirements must fall on different weeks. If you schedule these requirements on the same week, you will only earn credit for one. You must submit all written assignments both on hardcopy (typed) and on turnitin.com. **The class ID number for turnitin.com is 8434159. The password is class. All assignments must be done independently unless instructed otherwise.**

✘ ***Discussion Leading.*** You will be responsible to help lead discussion four times during the semester. This entails reading and integrating the required readings and may also include incorporating outside but easily accessible materials. You should generate and hand in a hardcopy of a list of at least five substantive questions or issues that foster discussion. Only put your Personal Class ID number on your questions. Number your questions, and type them single-spaced. For each question you need to provide a rudimentary answer/explanation. Each time leading the discussion will be worth 5% of your grade. You will lead discussion four times during the semester totaling 20% of your grade. Questions must be submitted on hardcopy in class and electronically at turnitin.com. The key is **conversation**. You should write questions based upon the course readings and lectures that foster conversation. A question that has one answer does not foster conversation. You must ask at least one of your questions when you lead. An example of questions is on Moodle.

✘ ***Oral Presentation:*** Four times you will be responsible for giving a six- or seven-minute presentation to the class; Powerpoint, Keynote, Prezi or some other presentation software is required for these presentations. You must incorporate at least two outside materials into your presentation. One must be a peer-reviewed, empirical, academic article. The other must be something non-academic such as a news story, an advertisement, or something from popular culture. Communicate with the other people presenting that day so that your presentations are complementary and not redundant. You must hand in a hardcopy of your presentation with your name as I cannot grade presentations blind. **DO NOT USE YOUR PERSONAL CLASS ID number.** Each presentation will be worth 7.5% of your grade; all four presentations will total to 30% of your grade. The key is **application**. Bring up a topic, theory and/or finding from the course readings and lecture and review an academic article in light of it. Apply those ideas to a real world example. Your

presentation should demonstrate your understanding of the weekly topic in light of the outside article and the real-life example should demonstrate your ability to recognize these theoretical ideas in a concrete example. The bulk of your presentation should be on the outside article and the real-life example. You need to make sure that you can show your presentation in our classroom. Failing to give a presentation for technical reasons will result in a failing grade for that presentation. An example presentation is on Moodle.

✘ **Topic of the Week Paper:** Four times during the semester you will hand in a 3½-5 page paper including your incorporation of at least two outside, peer-reviewed, empirical journal articles and their relationship to the required materials and lectures. You are limited to one direct quote per page. These papers are due on Wednesday. Paper grading will be done blind so only put your Personal Class ID number on your paper. Each paper will be worth 7.5% of your grade; all four papers will total to 30% of your grade. Papers must be submitted on hardcopy in class and electronically at turnitin.com. The key is *integration*. Throughout the paper you integrate ideas from the course readings and lectures with an analysis of the two academic articles you read. It is not just simply a summary of the articles but a fusion of ideas and findings across several sources. People will be rewarded for making meaningful connections between their outside readings and themes from the course readings throughout the paper. People will also be rewarded for making connections across weeks of the class. An example paper is on Moodle.

✘ **Final Paper:** Your task is to write about a particular topic that relates to but goes beyond the course materials. You may either study a class topic in depth or something related to a class topic. You must use at least seven outside sources. If you have already written a weekly paper or presentation on the topic, you must use at least seven outside sources beyond the ones you have used previously. This paper should have 7-10 pages of typed, doubled-spaced text. Paper grading will be done blind so only put your Personal Class ID number on your paper. It will be worth 20% of your course grade. Papers must be submitted on hardcopy in class and electronically at turnitin.com. The due date is Friday, December 5, 2014 at 4:30pm. You are limited to one direct quote per page.

REQUIRED ARTICLES, BOOKS & FILMS

Articles are on Moodle. The one required book, Goffman, E. (1963[1986]). *Stigma: Notes on the management of spoiled identity*, ISBN: 9780671622442 is at the bookstore. Most required films will be shown during class, but you are responsible to see “Edward Scissorhands” and “Crash” on your own.

MISCELLANEOUS

✘ **I offer extra credit for participation in studies through the Psychology Department Participant Pool.** I generally do not accept more than 120 minutes of participation, so plan accordingly. In order to receive credit you must a) participate in a study approved by the Austin College IRB and b) turn in a sheet signed by the experimenter documenting your participation and with your brief explanation of the study. You may earn no more than two points of extra credit on your final course grade (one point for every 60 minutes). Participation is a serious commitment that requires honest and thoughtful responses. If you give false, misleading, or thoughtless (i.e., choosing “4” on every item on the scale) data, it not only compromises the work of your peers and faculty but can potentially cripple research that took months or years to set up. The researchers can see how much time it took you to complete the study (even the online surveys) and have to throw out data that is clearly carelessly entered. If you do not have enough time to complete the research appropriately (as described in the informed consent statement), do it at another time. More information may be found at the Research Opportunities link on the Psychology Department webpage:

<http://artemis.austincollege.edu/acad/psych/>. Incomplete grades are only appropriate when an unforeseen circumstance (e.g., an extended illness or severe accident) affects your ability to complete the assignments for this class in a timely manner. The incomplete allows you to complete the missed work at a later time; it does not allow you to retake a test solely for the reason of improving your grade.

✘ **If you miss class**, you are responsible for making up the work. Please do not ask me for lecture notes. However, you may ask your classmates. If you have questions about a classmate’s notes (or in general), please ask me for clarifications. Students who have more than three unexcused absences may be reported to the Student Services Office and/or your mentor. Students who have more than four unexcused absences may be dropped from the class.

✘ **Make-up assignments without a late penalty** after the scheduled due date will **only** be offered in the case of a **documented** illness, emergency, or death in the family. When you are ill, I need an official note from a medical professional (e.g., an email from the campus nurse). In the case of ongoing issues, you or your family should notify Karen Spore in Student Affairs at 903.813.2228.

✘ **If you have a documented disability for which you would like accommodations**, please inform me by the second week of class. It is your responsibility to remind me of your accommodations at least a week before I distribute each assignment. To arrange for accommodations, you will need to register as soon as possible at the Academic Skills Center with Laura Márquez-Ramsey, the Director of the Academic Skills

Center, (903) 813-2454, Suite 211 of the Wright Campus Center. For information on this process, go to <http://www.austincollege.edu/campus-life/academic-skills-center/>.

☒ **Turn your cell phones on silent or off during class.** Please clear it with me if you feel that you have an emergency situation that requires that you put your cell phone on vibrate mode while you are in class. If you need to use your phone, please step out of class to do so. You can enter your class schedule into a cell phone app (e.g., Studious [for Android phones]), and it will silence your phone when you are in class.

☒ **Please be courteous in class to fellow students and to me.** This includes not holding ongoing conversations during class, not reading for other classes or for pleasure during class, not studying for other classes during class, not doing games or puzzles in class, not playing computer games in class, not text messaging or emailing during class, not surfing the net during class, not flirting in class, etc. Please make an effort not to fall asleep in class. Students who routinely text, surf the net or are otherwise distracted during class will be dropped from the class.

☒ **The GRADING SCALE is as follows:** A+ = 97-100; A = 94-96; A- = 90-93; B+ = 87-89; B = 84-86; B- = 80-83; C+ = 77-79; C = 74-76; C- = 70-73; D+ = 67-69; D = 64-66; D- = 60-63; E = 59 or below. I will make every reasonable attempt to grade blind, so only put your class ID number on your assignments (unless instructed otherwise). I will downgrade all late work a third of a letter grade for each day late (including weekend days). If you want to contest a grade, note I will keep course materials only until the last day of the subsequent semester.

☒ **You are responsible for keeping track of your grades in the course.** Do not assume that you are passing the course or that the course grade will be curved so that no one fails. If you are concerned about your progress in the class, please come and see me – the earlier, the better.

☒ **Academic Honesty:** The academic process is one in which all members of the class, instructors and students alike, disseminate information and acquire knowledge with goals of both personal fulfillment and collective improvement through intellectual enrichment. Academic dishonesty completely undermines this honorable and valuable process. If I have evidence of your suspected academic dishonesty, I will report it to the Academic Integrity Council and you will have the incident noted in your file. Punishment could be as severe as failing the course. Austin College's detailed statement on academic honesty is in the Environment at <http://www.austincollege.edu/wp-content/uploads/2009/11/Environment-2012-2013.pdf>.

Working Together on Assignments: All work for this class must be done on your own. Working with others on an assignment will be considered cheating in this class. I encourage you to discuss issues from class outside of class with classmates or other people. Collaborative learning is beneficial in many ways. It helps you gain varied perspectives on a certain issue. However, assignments must be completed alone.

Plagiarism: You will write papers and presentations for this class. Throughout the body of the paper, if you are summarizing findings or ideas that are not yours, you need to cite where you found that information - even if from the book, course readings or lecture. Not giving credit to the original authors is plagiarism. In addition, if you use more than three words in a row from a source, you need to not only cite it but you also need to use quotation marks. Typing in a sentence from a source and then changing every third word but presenting it in your paper or presentation as your own ideas and writing is dishonest (i.e., it is cheating). In addition, using work you wrote or created for another course or a from a previous semester of Stigma & Prejudice without first clearing it with me and any other professors involved will be considered plagiarism in this course.

Research Papers and Citing Sources: The writing assignments will require you to conduct research. This involves citing the sources for your ideas. If you use someone else's idea, you MUST cite it. This is not only when you quote it; this is ALWAYS. In addition, you include the citation immediately after the sentence with the idea. IT IS PLAGIARISM TO USE SOMEONE'S IDEAS THROUGHOUT A PARAGRAPH AND THEN CITE THEM AT THE END OF THE PARAGRAPH. Maybe this is how some of you were taught in high school. NOT ONLY IS THAT WRONG ACCORDING TO MLA STYLE AND APA STYLE, BUT IT IS ALSO PLAGIARISM. If you think this is a trivial offense, keep in mind that students were reported to the Academic Integrity Council for this exact type of offense. As your professor, I believe it is incumbent upon me to give you clear warnings and instructions regarding this issue. However, it is incumbent upon you to take this seriously and to work diligently not to plagiarize. Students often start papers at the last minute. Doing so may not allow you enough time to cite sources properly. Make sure you give yourself enough time to cite things properly so that you do not end up with a violation of Austin College's Academic Integrity Policy.

There are additional notes on avoiding plagiarism and cheating on Moodle. There are also notes on how to do well in my class on Moodle. Moodle is a website that Austin College uses so that professors may exchange information via the Internet with their students. I use it to post documents you need for the course as well as to send messages to the class. If you are unsure how to sign into your Moodle account, ask another student or ask someone at the IT Helpdesk.

CLASS AND READING SCHEDULE - highlighted readings are optional

✘ **Week 1: Aug 28-Sept 1 - Overview and review of history**

- CLASS EXERCISE: diversity quiz

READINGS: Brown (1998), Hirasawa (1992), Human Rights Watch (1999), Smedley & Smedley (2005), tables from Duckitt (1992), Bamshad et al. (2001), Root (1992), Spickard (1992)

✘ **Week 2: Sept 3-8 - Classics of self-hatred and group hatred theories**

- FILM: "The Intolerable Burden"

READINGS: Clark & Clark (1958), Kelly & Duckitt (1995), Lewin (1948), Pettigrew (1964)

✘ **Week 3: Sept 10-15 - Reviews of self-hatred theories**

READINGS: Baldwin (1979), Banks (1976), Brand, Ruiz, & Padilla (1974), Twenge & Crocker (2002)

✘ **Week 4: Sept 17-22 - Separation of group identity and personal identity**

READINGS: Bat-Chava (1994), Porter & Washington (1979), Rosenberg (1989)

✘ **Week 5: Sept 24-29 - Stigma and self-concept**

READINGS: Crocker & Major (1989), Goffman (1963) read all of the book, Neuberg, Smith, Hoffman & Russell (1994)

✘ **Week 6: Oct 1-6 - Salience of difference**

- FILM: "You Don't Know Dick"

READINGS: Bradshaw (1992), Shih, Bonam, Sanchez & Peck (2007), Judge & Cable (2004), Comer & Piliavin (1972), Prashad (2000) ch. 7.

✘ **Week 7: Oct 8-13 - (and Oct 10 FALL BREAK) - The role of the social relationship and the social context**

- FILM: "A Question of Color"

READINGS: Brown (1998), Croizet & Claire (1998), Gurin, Hurtado & Peng (1994), Herek & Capitanio (1996), Steele & Aronson (1995), Eberhardt, Purdie, Davies, & Johnson (2006), Wilkins, Kaiser & Wieck (2010)

✘ **Week 8: Oct 15-20 - Seen vs. not seen**

READINGS: Frable, Blackstone & Scherbaum (1990), Kleck & Strenta (1980), McKenna & Bargh (1998), Mendes, Major, McCoy & Blascovich (2008), Miller, Rothblum, Felicio & Brand (1995)

✘ **Week 9: Oct 22-27 - Consequences of attribution**

READINGS: Branscombe, Schmitt & Harvey (1999), Cozzarelli, Wilkinson & Taylor (2001), Crocker, Cornwell & Major (1993), Kaiser & Miller (2003), Moradi & Hasan (2004), Carver, Glass & Katz (1978), Lott & Bullock (2001)

✘ **Week 10: Oct 29-Nov 3 - The role of power in stereotyping, prejudice and stigma**

READINGS: Arun (2007), Blum (2006), Glick et al. (2000), McIntosh (1989), Snodgrass (1992), Levin, Matthews, Guimond, Sidanius, Pratto, Kteily, Pitpitan, & Dover (2012)

✘ **Week 11: Nov 5-10 - "Ascribed" categories of stigma**

- CLASS DISCUSSION

READINGS: Galinsky, Hall & Cuddy (2013), Siy & Cheryan (2013), Kaiser & Pratt-Hyatt (2009), Fryberg, Markus, Oyserman & Stone (2008), Mahalingan & Rodriguez (2006), Prashad (2000) ch. 5, Schaefer (1996), Chan & Hune (1995),

✘ **Week 12: Nov 12-17 - "Achieved" categories of stigma**

READINGS: Goldberg, Killeen & O'Day (2005), Gudrais (2008), Mahalingam (2003), Oyserman & Markus (1990), Balsam & Mohr (2007), Ambady, Hallahan & Connor (1999), Herek (1993), Herek (2006), Levy (1996),

✘ **Week 13: Nov 19-Dec 1 - Stigma and socialization (THANKSGIVING WEEK Nov 24-27!!!)**

READINGS: Fischer & Shaw (1999), Frome & Eccles (1998), Sobal & Stunkard (1989), Stephens, Fryberg, Markus, Johnson & Covarrubias (2012), watch "Edward Scissorhands" and "Crash" on your own

✘ **Week 14: Dec 3 Dec 3: discuss Edward Scissorhands & Crash, and Dec 5: final paper due at 4:30pm**

DATES YOU MAY WANT TO KEEP IN MIND

Sept 8: last day to add a course

Sept 23-25: Off-campus Jan Term registration

Oct 20: last day to drop or change grading system

Oct 20-22: On-campus Jan Term registration

Nov 10-13: Spring registration

Dec 5: last day to drop with WP, WF or WU grade

Dec 8-12: Exam period