Psychology of Prejudice

Class code | PSYCH-UA.300
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Instructor Details | Dr. P.J. Henry
   | Office Location: Room 207, NYU Academic Center, 6 Bedford Square
Class Details | Psychology of Prejudice
   | Tuesdays, 10:00 am.-1:00 pm.
   | Location to be confirmed.
   | Credit hours: 4

Prerequisites | This course is an advanced elective in psychology. I assume you have a basic familiarity with psychology theory and methods, and assume you will be comfortable reading and discussing original scientific articles in the psychology of prejudice. At minimum, you should have taken an Introduction to Psychology course at any of the New York University or University of London colleges or campuses.

Class Description | This course will cover historical and contemporary scientific approaches to understanding prejudice, specifically prejudice that exists between social groups (for example, ethnic prejudice, religious prejudice, etc.) across different cultures. Readings will draw from the literature in psychological science, and will cover topics including the origins of prejudice, the justification of prejudice, the different forms of prejudicial expression, the identification of prejudice in individuals and institutions, the consequences of being a victim of prejudice, and the value (or not) of different prejudice reduction strategies.

   This class is highly structured, and this structure will fast become familiar within the first few class meetings. Each class will begin immediately with an accountability quiz designed to assess whether or not you did the readings (see below). The quiz will then be followed by the main part of the class, which will include a brief introduction, followed by class discussion, often including exercises, activities, film clips, etc. The last few minutes of class will be reserved for the “one-minute papers” (see below).

Desired Outcomes | Students who successfully complete this course will be able to
   | • describe and assess the basic theories, principles, and concepts of the psychological approach to the study of prejudice.
   | • relate knowledge of theory as well as current and past research in the psychology of prejudice.
to situations in everyday life.

- assess and critically analyze theories, research methods, and findings in the scientific literature.
- formulate ways of advancing knowledge in research on prejudice, and communicate those ideas through writing assignments and oral presentations.

### Assessment Components

30% of your grade will be based on accountability quizzes, 20% on out-of-class exercises and assignments, 10% for a midterm essay, 25% for a final paper, and 5% for a final presentation. There are no exams.

Importantly, there is no makeup work for this class, nor is extra credit available. Please do the readings and assignments in a timely fashion to avoid unnecessary and irrevocable damage to your grade.

#### Accountability Quizzes (30%)

For each class meeting you will be responsible for reading a selection of texts, which is necessary for participating fully in the class discussions. To ensure that the readings are completed conscientiously, starting next week the first five minutes of class will be devoted to an “accountability quiz,” which will be composed of ten questions about the readings for that day, in some combination of fill-in-the-blank and multiple choice questions. These questions are designed to be easy for those who have completed the reading thoroughly, difficult for those who skim the reading, and impossible to those who forego the reading entirely.

Quizzes will be administered promptly at the start of class. If you show up late to class, you must wait outside the classroom until the quiz is completed. Please make sure you show up to class on time (or better yet, several minutes early) to ensure you do not miss the quiz for that day. You may drop your two lowest performing quizzes, including any zeros you receive due to unexcused absences or being late. There are no makeup quizzes.

#### Out-of-Class Assignments (20%)

Each class will also include some kind of assignment. The assignment may be as simple as indicating the sentence in each reading that you think most captures the central point of the reading. Sometimes the assignments will be more complex, involving completing exercises on-line, watching some film, listening to some radio program, visiting a local mall and documenting your experiences, etc. These assignments will always require you to write a few words describing your experiences or reaction.

The assignment should be submitted to the Classes website by 5:00 pm the night before each class session. If you miss the deadline, you may submit it to me in person at class time but you must have it printed out and given to me by the beginning of class.

The assignments will be different for every class, but they will all include printing out your typed response to the assignment. These assignments will not be graded; they will be registered only as completed conscientiously (✓) or not (✗). Sloppy or thoughtless work will be given a minus (-). I define what is sloppy or thoughtless. Because the out-of-class assignments are integrated into the classroom discussion, they must be completed before class. You may not turn in an out-of-class assignment late.

You are allowed to drop one class assignment for having an “off week,” no questions asked.

#### Essay on Repatriation (10%)

As practice for your final paper you will write an essay, with a minimum word count of 1000 words, of your perspective on the repatriation controversies surrounding various works of art being held at the British Museum. This essay must have an argument (i.e., take a stand on the issue), and you must
support your argument with evidence and logic. This essay will be written after our required field trip to the British Museum on Friday, March 7, 10:00 am, and must be submitted with your TurnItin receipt (see the NYU-London plagiarism policy below) by class time on Tuesday, March 11.

These essays will be distributed to everyone in the class, who will be required to choose their top 5 essays (not including their own), as well as provide at least two sentences of feedback that the authors will receive anonymously. That feedback must be submitted to the Courses website by class time on March 18. Your grade on your essay will be determined by your peer’s feedback. Not providing feedback in a timely fashion will reduce your essay grade by one full letter grade (e.g., a B- will become a C-).

**Final Paper (25%)**

You will complete one term paper, for which you will go through an extensive draft and revision process. Your paper will be a research project proposal that will be based on a literature in the psychology of prejudice, and will include a proposed methods and hypothesis. This proposal could be used, for example, as the foundation for a senior honors thesis or capstone project proposal. You may address any topic you wish, as long as it is related to prejudice and draws on topics and readings from the class. You may collaborate with a classmate on this project, or you may work by yourself. Your essay drafts will have a minimum word count of 4000 words, which is approximately a 12-15 page paper, and must include a figure or graph indicating at least one of your predicted results.

The process of developing your paper will probably be unlike that of any class you’ve had before, and will involve multiple stages. The syllabus calendar indicates these stages.

First, you will create a document that describes ideas for two potential areas you would like to pursue. This document (called the “Two Ideas” statement) will be used as a basis for a class discussion during Session 8 when you will share your ideas with others. Your statement must be submitted the day before the class meeting to the Courses website. The class discussion will help you choose one area to pursue, and will help refine your thinking of your research project.

Second, your first draft of your paper will be due by Session 11, right before Spring Break. If you miss the deadline, your paper will be ineligible for feedback from other students and from me. The more developed your paper, the better the feedback you will receive.

Third, I will create a packet of all drafts and post them on NYU Classes for you to read over the break and before the next class session. You will be assigned to read and provide comments for several these drafts. I will choose the drafts you will comment on. These comments will be given during the live feedback session scheduled during Session 12. Be prepared! If you are absent (for any reason) during the feedback session, you must type up a page of comments for each student and submit your comments to me and the other students you have been assigned to.

Fourth, you will be given one week to complete your final papers, to be submitted to the NYU Classes website and to TurnItin by Session 13 (bring your TurnItin receipt to class). Over the weekend I will post these final versions for the rest of the class. If you miss the deadline, your proposal will not be eligible for voting, and will automatically be placed at the bottom of the student vote (see next).

Fifth, you will read all the projects and rate your favorite ones. Depending on the size of the class, you will pick a particular number of papers that you believe are the top papers. You many not include your own project among your favorites. For each project you will type at least two sentences indicating, if it was included as a favorite, what you liked about it, and if not included as a favorite, what you think could have been improved. These typed votes and comments will be due by Session 14. Late votes or votes that are missing commentary will not be included in the total class votes. These comments will be shared, anonymously, with the authors of the project and will be factored into their final project grade.
The grades for the final paper will be based on the following algorithm: 40% of the project will be based on the collective student votes, 40% of the grade will be based on my evaluation, and 20% will be based on your evaluation by your peers for the helpfulness of your feedback during the feedback session.

If you do not provide feedback during the feedback sessions, or if you do not participate in the vote, your TOTAL project grade will drop by one full grade (e.g., an A- to a B-) for each missed component.

**Conference Presentation (5%)**

During finals week we will have scheduled a mini-conference on prejudice for the class. At this mini-conference, you will each present a short PowerPoint presentation on your work. The length of the presentations will depend on the size of the class, but will be roughly 10 minutes each.

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<th>Assessment Expectations</th>
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<td><strong>Grade A</strong>: Evidence of a mastery of the readings and scientific articles in class, and a consistently thoughtful completion of weekly assignments. The project idea is excellent, deemed worth pursuing as a senior honors thesis or capstone project, and is communicated clearly and persuasively through the written assignment and conference presentation. Feedback to other students is rated by the other students as very helpful.</td>
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| **Grade B**: Evidence of a basic understanding of the readings and scientific articles in class, and consistently thoughtful completion of weekly assignments. The project idea is good, and has the potential to be pursued with further thought as a senior thesis or capstone. The project is communicated clearly and persuasively through the written assignment and conference presentation. Feedback to other students is rated by the other students as generally helpful. |

| **Grade C**: Inconsistent evidence of an understanding of the readings and scientific articles in the class, and a slip or two on the completion of the weekly assignments. The project idea is adequate, a manageable project but not earth shattering in its contribution. The project is communicated adequately through the written assignment and conference presentation such that others can understand the purpose and objectives of the project. Feedback to other students is rated by the other students as generally helpful. |

| **Grade D**: Evidence of understanding the readings and scientific articles in a minimally acceptable way. Weekly assignments are inconsistent and not thoughtful. The project idea shows a generally uninspired, “jumping through hoops” approach. The project is communicated unenthusiastically and unclearly in the written assignment and conference presentation. Feedback to other students is rated as uneven. |

| **Grade F**: Little understanding of the readings and scientific articles, weekly assignments are missed, the project idea is awful or incomplete or plagiarized, and/or sufficient classes are missed to bring the grade down (see attendance policy below). |

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<th>Required Text(s)</th>
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<th>Supplemental Text(s) (not required to purchase as copies are in NYU- Classes website)</th>
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<td>In addition to the course textbook, there will be original articles for each class that will be posted to the Classes website. These readings are listed in the syllabus on the day by which they are expected to be read. These readings are subject to change, in the event I come across something new and exciting that I want to share with the class.</td>
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Internet research is acceptable. Google scholar and online peer-reviewed journals can be used for the projects. However, online research that uses non-reviewed sites (e.g., Wikipedia) will not be accepted as scientific references for your papers.

Additional Required Equipment

Session 1

Topic: Syllabus & Introduction to Stereotyping, Prejudice, and Discrimination

January 28

Session 2

Topic: The Concepts of Stereotyping, Prejudice, and Discrimination

February 4

Readings:

- Whitley & Kite (2010) text, chapter 1

Session 3

Topic: Social Categorization and Stereotypes.

February 11

Readings:

- Whitley & Kite (2010) text, chapter 3

Session 4

Topic: Stereotype Activation and Application

February 18

Readings:


**Session 5**

Topic: Emotions and Motivations

February 25

Readings:

• Whitley & Kite (2010) text, chapter 5

**Session 6**

Topic: Old-Fashioned and Contemporary Forms of Prejudice

March 4

Readings:

• Whitley & Kite (2010) text, chapter 6:

**Note:** Required tour of the British Museum on Friday, March 7, 10:00 am.

**Session 7**

Topic: Individual Differences and Prejudice

March 11

Readings:

• Whitley & Kite (2010) text, chapter 7
320.


**DUE: Essays on repatriation issue (bring essay and TurnItIn receipt to class).**

**Session 8**  
Topic: Classroom exchange of project ideas and writing laboratory.  
March 18  
Readings:

  Please read the preface, intro, and chapters 1 through 5 (basically the whole book).

**DUE:**  
1. Votes on favorite essays on repatriation issue.  
2. “Two Ideas” statement due to the Classes website by 5:00 pm. the day before class.

**Session 9**  
Topic: The Development of Prejudice in Children  
March 25  
Readings:


**Session 10**  
Topic: The Social Context of Prejudice  
April 1  
Readings:

- Whitley & Kite (2010) text, chapter 9


**Session 11**  
Topic: From Prejudice to Discrimination  
April 8  
Readings:

- Whitley & Kite (2010) text, chapter 10


**DUE: First draft of term paper.**

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**SPRING BREAK**

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**Session 12**

Date: April 29

Topic: Writing feedback sessions.

**Readings:**

- Your assigned classmates’ drafts of their papers.

**DUE: Comments for today’s session.**

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**Session 13**

Date: May 6

Topic: The Experience of Discrimination

**Readings:**

- Whitley & Kite (2010) text, chapter 11

**DUE: Final drafts of term papers.** Bring TurnItIn receipt to class.

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**Session 14**

Date: May 13

Topic: Reducing Prejudice and Discrimination

**Readings:**

- Whitley & Kite (2010) text, chapter 14:
- All the student final papers.

**DUE: Votes on student term papers.**
**Session 15**

May 20

**Class Mini-Conference**

DUE: Oral presentations (PowerPoint) of projects to class.

**Classroom Etiquette**

I would like you to be present both physically and mentally.

- Toilet breaks should be taken before or after class or during class breaks.
- Food is not to be consumed in class.
- Mobile phones and smart phones must be turned off. I can see you when you are texting and will stop class to ask you to shut off your devices.
- Laptops and other computer devices are not allowed. Please take notes with a pen / pencil and a pad of paper. Call me old-fashioned.
- Please kindly dispose of rubbish in the bins provided.

**Required Co-curricular Activities**

Tour of the British Museum, major pieces at the center of repatriation controversies.

Meet at the main entrance by 10:00 am. The tour will last about an hour.

March 7

**Suggested Co-curricular Activities**

None.

**Your Instructor**

P.J. Henry is an associate professor of psychology at New York University’s campus in Abu Dhabi. He received his Ph.D. in 2001 from the University of California, Los Angeles (UCLA), and has since held research and teaching positions at the American University of Beirut, Yale, UCSB, and DePaul University. He also spent a year and a half as an Alexander von Humboldt fellow at the University of Bielefeld, Germany.

His main research area is on the social psychology of prejudice. He is currently developing a theory of stigma compensation, which concerns the various unconscious and indirect strategies used by devalued people in society as a way to manage their lower social value. He has also studied extensively the various forms that prejudice can manifest itself, including the language used to help justify prejudice and oppression of others.

**NYU LONDON ACADEMIC POLICIES**

**Plagiarism Policy**

Plagiarism: the presentation of another piece of work or words, ideas, judgments, images or data, in whole or in part, as though they were originally created by you for the assignment, whether intentionally or unintentionally, constitutes an act of plagiarism.

Please refer to the Student Handbook for full details of the plagiarism policy.

All students must submit an electronic copy of each piece of their written work to www.turnitin.com and hand in a printed copy with the digital receipt to their professor. Late submission of work rules apply to both the paper
and electronic submission and failure to submit either copy of your work will result in automatic failure in the
assignment and possible failure in the class.

Electronic Submission
The Turnitin database will be searched for the purpose of comparison with other students' work or with other pre-
existing writing or publications, and other academic institutions may also search it.

In order for you to be able to submit your work onto the Turnitin website, you will need to set up an account:

1) Go onto the Turnitin website http://www.turnitin.com
2) Click ‘Create Account’ in the top right hand corner
3) Select user type of ‘student’
4) Enter your class ID & Turnitin class enrolment password (these will be e-mailed to you after the drop/add
period, or contact academics@nyu.ac.uk if you have misplaced these).
5) Follow the online instructions to create your profile.

To submit your work for class, you will then need to:

1) Log in to the Turnitin website
2) Enter your class by clicking on the class name
3) Next to the piece of work you are submitting (please confirm the due date), click on the ‘submit’ icon
4) Enter the title of your piece of work
5) Browse for the file to upload from wherever you have saved it (USB drive, etc.), please ensure your work is in
Word or PDF format, and click ‘submit’
6) Click ‘yes, submit’ to confirm you have selected the correct paper (or ‘no, go back’ to retry)
7) You will then have submitted your essay onto the Turnitin website.
8) Please print your digital receipt and attach this to the hard copy of your paper before you submit it to your
professor (this digital receipt appears on the web site, immediately after you submit your paper and is also sent to
your e-mail address). Please also note that when a paper is submitted to Turnitin all formatting, images, graphics,
graphs, charts, and drawings are removed from the paper so that the program can read it accurately. Please do not
print the paper in this form to submit to your lecturers, as it is obviously pretty difficult to read! You can still access
the exact file you uploaded by clicking on the ‘file’ icon in the ‘content’ column.

Please also see the Late Submission of Work policy, above.

Students must retain an electronic copy of their work for one month after their grades are posted online on Albert
and must supply an electronic copy of their work if requested to do so by NYU in London. Not submitting a copy of
a piece of work upon request will result in automatic failure in the assignment and possible failure in the class.
NYU in London may submit in an electronic form the work of any student to a database for use in the detection of
plagiarism, without further prior notification to the student. Penalties for confirmed cases of plagiarism are set out
in the Student Handbook.

### Late Submission of Work

Written work due in class must be submitted during the class time to the professor. Late work should be submitted
in person to a member of NYU London staff in the Academic Office (Room 308, 6 Bedford Square) during office
hours (Mon – Fri, 10:30 – 17:30). Please also send an electronic copy to academics@nyu.ac.uk for submission to
Turnitin.

Work submitted within 5 weekdays after the submission time without an agreed extension receives a penalty of 10
points on the 100 point scale.

Written work submitted more than 5 weekdays after the submission date without an agreed extension fails and is
given a zero.

Please note end of semester essays must be submitted on time.
NYUL has a strict policy about course attendance. **No unexcused absences are permitted.** While students should contact their class teachers to catch up on missed work, you should NOT approach them for excused absences.

Excused absences will usually only be considered for serious, unavoidable reasons such as personal ill-health or illness in the immediate family. Trivial or non-essential reasons for absence will not be considered.

Excused absences can only be considered if they are reported in accordance with guidelines which follow, and can only be obtained from the appropriate member of NYUL’s staff.

Please note that you will need to ensure that no make-up classes – or required excursions - have been organised before making any travel plans for the semester.

**Absence reporting for an absence due to illness**

1. On the first day of absence due to illness you should report the details of your symptoms by e-mailing absences@nyu.ac.uk including details of: class(es) missed; professor; class time; and whether any work was due including exams. Or call free (from landline) 0800 316 0469 (option 2) to report your absences on the phone.

2. Generally a doctor’s note will be required to ensure you have sought treatment for the illness. Contact the Gower Street Health Centre on 0207 636 7628 to make an appointment, or use HTH general practitioners if you cannot get an appointment expediently at Gower Street.

3. At the end of your period of absence, you will need to complete an absence form online at [http://bit.ly/NuCl5K](http://bit.ly/NuCl5K). You will need to log in to NYU Home to access the form.

4. Finally you must arrange an appointment to speak to Nigel Freeman or Donna Drummond-Smart on your first day back at class. You must have completed the absence form before making your appointment.

Supporting documentation relating to absences must be submitted within one week of your return to class.

**Absence requests for non-illness reasons**

Absence requests for **non-illness** reasons must be discussed with the Academic Office **prior** to the date(s) in question – no excused absences for reasons other than illness can be applied retrospectively. Please come in and see us in Room 308, 6 Bedford Square, or e-mail us at academics@nyu.ac.uk.

**Further information regarding absences**

Each unexcused absence will be penalized by deducting 3% from the student’s final course mark. Students are responsible for making up any work missed due to absence.

Unexcused absences from exams are not permitted and will result in failure of the exam. If you are granted an excused absence from an examination (with authorisation, as above), your lecturer will decide how you will make-up the assessment component, if at all (by make-up examination, extra coursework, viva voce (oral examination), or an increased weighting on an alternate assessment component, etc.).

NYUL also expects students to arrive to class promptly (both at the beginning and after any breaks) and to remain for the duration of the class. If timely attendance becomes a problem it is the prerogative of each instructor to deduct a mark or marks from the final grade of each late arrival and each early departure.

Please note that for classes involving a **field trip or other external visit**, transportation difficulties are never grounds for an excused absence. It is the student’s responsibility to arrive at an agreed meeting point in a puntual and timely fashion.

Please refer to the Student Handbook for full details of the policies relating to attendance. A copy is in your apartment and has been shared with you on Google Docs.
NYU in London uses the following scale of numerical equivalents to letter grades:

- **A**=94-100
- **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**=65-66
- **F**=below 65

Where no specific numerical equivalent is assigned to a letter grade by the class teacher, the mid point of the range will be used in calculating the final class grade (except in the A range, where 95.5 will be used).

NYU in London aims to have grading standards and results in all its courses similar to those that prevail at Washington Square.