

## Term Information

Effective Term Autumn 2021  
*Previous Value* Summer 2012

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

Addition of a Distance Learning section

### What is the rationale for the proposed change(s)?

It is clear that student learning can be significantly positively impacted by traditional, in person modalities, as well as in distance formats. Our department is large, and we wish to be able to offer multiple sections of our undergraduate curriculum in a variety of modalities to provide the best range of options for our students and faculty moving forward. For students, it can be more than just a matter of convenience - an online class may allow (for example) a working parent to finish their degree in a flexible way or a student with significant health concerns to continue to engage in coursework. Such flexibility also allows our excellent faculty with significant health concerns to continue to positively impact student learning in their area of expertise by teaching remotely. It is best for all members of the university to have the flexibility to offer sections in a variety of settings.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course?)

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area Psychology  
Fiscal Unit/Academic Org Psychology - D0766  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3375  
Course Title Stereotyping and Prejudice  
Transcript Abbreviation Stereotyp & Prejud  
Course Description Lectures address experimental research in stereotyping and prejudice; readings focus on historical, cultural, and sociological perspectives on issues related to gender, ethnicity, and social class.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
*Previous Value* No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture

---

<b>Grade Roster Component</b>	Lecture
<b>Credit Available by Exam</b>	No
<b>Admission Condition Course</b>	No
<b>Off Campus</b>	Never
<b>Campus of Offering</b>	Columbus, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

<b>Prerequisites/Corequisites</b>	Prereq: 1100 or 1100H.
<i>Previous Value</i>	<i>Prereq: 1100 (100) or 1100H (100H).</i>
<b>Exclusions</b>	
<i>Previous Value</i>	Not open to students with credit for 375.
<b>Electronically Enforced</b>	Yes
<i>Previous Value</i>	<b>No</b>

## Cross-Listings

Cross-Listings

## Subject/CIP Code

<b>Subject/CIP Code</b>	42.2704
<b>Subsidy Level</b>	Baccalaureate Course
<b>Intended Rank</b>	Freshman, Sophomore

## Requirement/Elective Designation

General Education course:  
Social Diversity in the United States  
The course is an elective (for this or other units) or is a service course for other units

## Course Details

<b>Course goals or learning objectives/outcomes</b>	<ul style="list-style-type: none"><li>• Understand what experimental social psychology tells us about our affective, cognitive, and behavioral responses to members of other groups. Describe the roles of such categories as race, gender, class, ethnicity and religion</li></ul>
<b>Content Topic List</b>	<ul style="list-style-type: none"><li>• Social categorization</li><li>• Stereotype origins</li><li>• Stereotype function &amp; maintenance</li><li>• Stereotype activation &amp; application</li><li>• Measuring prejudice</li><li>• Theories of prejudice</li><li>• Individual differences in prejudice</li><li>• Prejudice to discrimination</li></ul>
<b>Sought Concurrence</b>	No

**COURSE CHANGE REQUEST**  
3375 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
02/25/2021

**Attachments**

- Psych 3375 syllabus.docx: current syllabus  
*(Syllabus. Owner: Paulsen, Alisa Marie)*
- PSYCH 3375 technical review.docx: ASC technical review  
*(Other Supporting Documentation. Owner: Paulsen, Alisa Marie)*
- PSYCHOLOGY-3375-online syllabus proposal revised Feb 25 2021.docx: proposed syllabus  
*(Syllabus. Owner: Paulsen, Alisa Marie)*

**Comments**

- Proposed syllabus has been revised. *(by Paulsen, Alisa Marie on 02/25/2021 12:56 PM)*
- Please see Panel feedback email sent 02/23/21 *(by Hilty, Michael on 02/23/2021 03:43 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Paulsen, Alisa Marie	02/02/2021 05:54 PM	Submitted for Approval
Approved	Paulsen, Alisa Marie	02/02/2021 05:54 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/04/2021 11:05 AM	College Approval
Revision Requested	Hilty, Michael	02/23/2021 03:43 PM	ASCCAO Approval
Submitted	Paulsen, Alisa Marie	02/25/2021 12:57 PM	Submitted for Approval
Approved	Paulsen, Alisa Marie	02/25/2021 12:57 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/25/2021 02:50 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	02/25/2021 02:50 PM	ASCCAO Approval



# SYLLABUS

# PSYCHOLOGY 3375

Stereotyping & Prejudice

Term XXXX – Online – Class #:

## COURSE OVERVIEW

### Instructor

Instructor: Varies, specific section instructor will provide to students

Email address: Varies, specific section instructor will provide to students

Phone number: Varies, specific section instructor will provide to students

Office hours: Varies, specific section instructor will provide to students

### Course description

An exploration into contemporary research into *stereotyping* and *prejudice*; The science of *how* individual people experience and enact stereotypical *associations*, prejudicial *feelings*, and discriminatory *behaviors*. Reading and discourse on *psychological research* into: stereotype threat, the implicit association test, social categorization, hate crimes, intergroup contact, and more.

Each week will focus on a new topic explored in the field.

### Course learning outcomes

By the end of this course, students should successfully be able to:

- **COLLEGE OF ARTS AND SCIENCES**
- **SOCIAL DIVERSITY IN THE UNITED STATES**
- The goal of courses in this category is to foster an understanding of the pluralistic nature of institutions, society, and culture in the United States in order to help you become an educated, productive, and principled citizen.

- **Goals:** Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.
- **Expected Learning Outcomes: Social Diversity in the United States**
  - 1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
  - 2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

### **Psychology Major Goals**

#### **1. KNOWLEDGE BASE IN PSYCHOLOGY**

Describe key concepts, principles, & overarching themes in psychology

Develop working knowledge of psychology's content domains

Describe applications of psychology

#### **2. SCIENTIFIC INQUIRY & CRITICAL THINKING**

Use scientific reasoning to interpret psychological phenomena

Demonstrate psychology information literacy

Engage in innovative & integrative thinking & problem solving

Interpret, design, & conduct basic psychological research

Incorporate sociocultural factors in scientific inquiry

#### **3. ETHICAL & SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

Apply ethical standards to evaluate psychological science & practice

Build & enhance personal relationships

Adopt values that build community at local, national, & global levels

#### **4. COMMUNICATION**

Interact effectively with others

#### **5. PROFESSIONAL DEVELOPMENT**

Apply psychological content & skills to career goals

# HOW THIS COURSE WORKS (WILL VARY BY INSTRUCTOR)

## ACADEMIC INTEGRITY POLICIES FOR SPECIFIC ASSIGNMENTS

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

## ASYNCHRONOUS INSTRUCTION

### DIGITAL LECTURE OUTLINES AVAILABLE

Students will not have to show up at a specific time for anything. I assume many of you will have external difficulties with assisting family, accessing internet through phones or limited data, and sharing technology. All content will be available to maximize your ability to create a schedule that works for you.

## ONLINE DISCUSSION

### OUR BEST INTERACTIVE ACTIVITIES

In lieu of in-person discussions and in-class interactions, we will have digital discussions so you can check your understanding with your peers.

Every week, you will be placed into small groups to discuss the chapter content for that week. You will be *required* to make TWO (2) discussion posts, and *respond* to TWO (2) discussion posts, for a TOTAL OF FOUR (4) posts per week.

## ASSIGNMENT DEADLINE(S)

### CONSISTENCY IS KEY

Any and all assignments will always be due at the exact same time: 11:59PM on *Sunday*.

If you have multiple assignments due on the same week, make sure to separate these for your own sake, so you are not rushing to complete them at the end of the week.

LATE WORK will still receive a 20% penalty per day late.

## **EXAMS ARE DEAD**

### LONG LIVE MINI-QUIZZES

There will be *no traditional final exam*, or any other *exams*, with this new format.

Digital restrictions can suffer from difficult-to-diagnose issues of connectivity, and online proctoring software that requires you to be recorded is a fundamental violation of your privacy.

In lieu of exams, there will be *weekly quizzes*.

SIMILAR TO *homework assignments*, these quizzes will be *open-book* and *open-notes*.

UNLIKE *homework assignments*, these quizzes will have **(1) A LIMITED TIME TO COMPLETE**, and **(2) CANNOT BE RE-OPENED**.

Before opening a quiz, make sure you have sufficient time to complete it, and that your internet is in *good working order*.

## **WATCH CARMEN**

### ANNOUNCEMENTS, PAGES, AND POSTS

Any and all updates will show up on CARMEN. I plan on making pages of FAQs for every week, if I have sufficient questions from students.

Pages may be updated frequently as we adjust our best practices to meet these strange times we are living in.

## **BEST RECOMMENDATION**

IMMEDIATELY CONTACT ME (VIA EMAIL OR THROUGH CARMEN) IF YOU HAVE ANY QUESTIONS, COMMENTS, OR CONCERNS.

### ONLINE PARTICIPATION

#### PLEASE DO

Participation and self-directed practice is *fundamental* to master the material, and a large part of this class is built on effortful engagement with the material. Lastly, there are points associated with discussing the class with your peers!

### DESIGN

#### READINGS, LECTURES, AND ACTIVITIES

This course has a mixed format: concepts will be initially discussed or introduced in “lecture outlines”. These will correspond to fully-developed lecture slides, which have example *demonstrations* or *questions* about stereotyping and prejudice concepts. You will also engage in a few group discussions in which you cooperatively demonstrate your learning with peers.

Each week, suggested READINGS will be listed.

## GRADES

### READ, LISTEN, EXPERIENCE, DEMONSTRATE

This course has four main areas on which you are graded, *section points*, *discussions*, *quizzes*, and a broader *projects* (see CARMEN for specific details and instructions).

The central project, the *Scientific Study Report*, is due at the end of the semester (see CARMEN for specific details and instructions).

In addition, there are brief *weekly questions* and *mini-quizzes* meant to guide your thinking and provide you an outlet to consider the class content outside of the confines of the class.

Lastly, there are a number of points allocated for participating in, the *online discussions*.

LATE WORK receives a 20% penalty per day late.

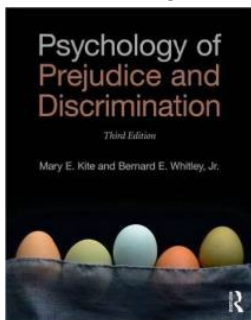
**Credit hours and work expectations:** This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average. Each recorded lecture will be about 1 hour in length, but presented in smaller modules to facilitate “user-friendliness.”

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks

#### REQUIRED

EXAMPLE - Whitley, B. E. & Kite, M.E. (2016). *The Psychology of Prejudice and Discrimination (3rd ed)*. NY: Routledge. ISBN-13: 978-1138947542.



#### RECOMMENDED/OPTIONAL

ALL STUDENTS should be prepared to make use of original sources. Article, video, and concept links will be provided online at no cost to the students.



You are responsible for completing the assigned video essays BEFORE THE END OF THE RELEVANT WEEK.

## Course technology

### TECHNOLOGY SUPPORT

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

### TECHNOLOGY SKILLS NEEDED FOR THIS COURSE

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))
- Recording a slide presentation with audio narration ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))
- Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))

### REQUIRED EQUIPMENT

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

### REQUIRED SOFTWARE

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help).
- **Tophat:** All Ohio State students have free access to Tophat, a classroom response system that can be used from all types of mobile phones, computers, and tablets. Click [here](#) for help getting started with Tophat.

### CARMEN ACCESS

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](https://go.osu.edu/add-device)).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application ([go.osu.edu/install-duo](https://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

## GRADING AND FACULTY RESPONSE (WILL VARY BY INSTRUCTOR)

### How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
section points (weekly questions)	14
scientific study report	25
online discussions	28
online mini-quizzes	70
Total	<b>137</b>

See course schedule below for due dates.

### Late assignments

LATE WORK receives a 20% penalty per day late.

### Grading scale

93–100: A

90–92.9: A-

87–89.9: B+  
 83–86.9: B  
 80–82.9: B-  
 77–79.9: C+  
 73–76.9: C  
 70 –72.9: C-  
 67 –69.9: D+  
 60 –66.9: D  
 Below 60: E

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** Graded feedback will be provided promptly; almost all feedback will be provided within 1 week of a submission (usually less than one day).
- **Email:** Emails will be responded to promptly. The primary fashion by which communication between instructor-and-student will occur is Carmen, including announcements, emails, modules, posts, and other items. However, for students to ask questions, we will begin with emails, and move to other technologies (e.g., Zoom) depending on how the class is progressing.
- **Discussion board:** The discussion segment of this class is a peer-to-peer discussion. If you have specific questions for the instructor, make sure to email them or to inquire through Carmen chat or another similar system.

## OTHER COURSE POLICIES

### Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class activities/discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always

come across online. Please do not engage other students with negative feedback about them as a person and remember to always rely on the data and to focus on the argument being made, not the person making it. Remember to adhere to the OSU Student Code of Conduct at all times - <https://studentconduct.osu.edu/>

- **Citing your sources:** For your contributions in this course, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
- **What is said in class stays in class:** Please do not share any course materials or student contributions outside of this class without clear written permission from the student involved AND the instructor.

## Zoom/Videoconferencing Guidelines

Some of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- **Technical Issues:** If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at <http://go.osu.edu/it> or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.
- **Preparation:** Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face.
- **Participation:** At the start of our sessions, I'll share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting virtual background. Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.
- **Recordings:** I will be recording our meetings for the benefit of students who may need to be absent. These links will only be shared with students in our class. Please do not share any course materials or student contributions outside of this class without clear written permission from the student(s) involved **AND** the instructor.

## Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

### OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have

read and understand the university's *Code of Student Conduct* ([studentconduct.osu.edu](http://studentconduct.osu.edu)), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

**It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.**

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))
- Eight Cardinal Rules of Academic Integrity ([go.osu.edu/cardinal-rules](http://go.osu.edu/cardinal-rules))

## Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are **only** for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can

arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at [titleix.osu.edu](https://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](https://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

## **Commitment to a diverse and inclusive learning environment**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## **Your mental health**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](https://go.osu.edu/ccsondemand). You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](https://go.osu.edu/wellnessapp).

## **Health and Safety requirements**

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes *following university mask policies* and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

## Dennis Learning Center

The Dennis Learning Center (<https://dennislearningcenter.osu.edu/>), located within the Younkin success center, has many online and in-person resources available for improving study skills or dealing with test anxiety.

## Student Advocacy

The Student Advocacy Center is an office on campus that works with students who have been significantly ill or experienced other traumatic personal issues to minimize the impact these circumstances may have on their academics. They can provide you with resources to cope with your situation and they can also contact instructors to provide documentation on your behalf. Phone: 614-292-1111, web address: <http://advocacy.osu.edu/>

## Advising

This link has an overview and contact information for the academic services offered on the OSU Columbus campus: <https://advising.osu.edu/>

## Student Services

Manage many of the electronic services on campus: <https://contactbuckeyelink.osu.edu/>

## **ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

### Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## SLDS COVID-19 Addition

In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## Accessibility of course technology & materials

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies or course materials, please request accommodations with me.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))



# SAMPLE COURSE SCHEDULE

Week	Dates	Topics, Assignments, Deadlines	EXAMPLE Reading Schedule
1	25-Aug; due 30-Aug	Introduction to the topic & course  discussion, weekly questions , mini-quiz due  see Carmen video and reading links	Ch 1: 1-16; 32-41
2	31-Aug; due 6-Sep	research methods & measurement in psychology  discussion, weekly questions , mini-quiz due  see Carmen video and reading links	Ch 2: 51-60
3	7-Sep; due 13-Sep	the basics, terms & definitions – stereotyping & prejudice  discussion, weekly questions , mini-quiz due  see Carmen video and reading links	Ch 3: 86-93
4	14-Sep; due 20-Sep	Social categorization  discussion, weekly questions , mini-quiz due, mini-quiz makeup  see Carmen video and reading links	Ch 3: 98-114
5	21-Sep; due 27-Sep	Activation & application of stereotypes  discussion, weekly questions , mini-quiz due, <b>observational hypothesis</b>  see Carmen video and reading links	Ch 4: 126-149
6	28-Sep; due 4-Oct	Stereotype effects  discussion, weekly questions , mini-quiz due  see Carmen video and reading links	Ch 4: 150-155
7	5-Oct; due 11-Oct	Stereotype maintenance  discussion, weekly questions , mini-quiz due, mini-quiz makeup  see Carmen video and reading links	Ch 4: 114-117; 156-157
8	12-Oct; due 17-Oct	Prejudice  discussion, weekly questions , mini-quiz due	Ch 5: 169 - 206

Week	Dates	Topics, Assignments, Deadlines	EXAMPLE Reading Schedule
		see Carmen video and reading links	
9	19-Oct; due 25-Oct	Individual Differences discussion, weekly questions , mini-quiz due  see Carmen video and reading links	Ch 6: 212-239
10	26-Oct; due 1-Nov	Theories of Prejudice discussion, weekly questions , mini-quiz due, mini-quiz makeup, scientific study report  see Carmen video and reading links	Ch 8: 302 – 332
11	2-Nov; due 8-Nov	Theories of Prejudice (continued) discussion, weekly questions , mini-quiz due, mini-quiz makeup, scientific study report  see Carmen video and reading links	Ch 9: 343 - 381
12	9-Nov; due 15-Nov	Discrimination discussion, weekly questions , mini-quiz due  see Carmen video and reading links	Ch 10: 392 – 397;411 - 432
13	16-Nov; due 22-Nov	Hate Crimes, Age, & Gender discussion, weekly questions , mini-quiz due  see Carmen video and reading links	Ch 11: 440 – 454; 462 – 474; Ch 12: 483 - 518
14	23-Nov; due 29-Nov	Reducing Prejudice discussion, weekly questions , mini-quiz due, mini-quiz makeup  see Carmen video and reading links	Ch 13: 527 – 559; 567 - 571
15	30-Nov; due 6-Dec	Wrap Up & Lessons Learned discussion, weekly questions , mini-quiz due, considering careers  see Carmen video and reading links	

## Psychology 3375: Stereotypes & Prejudice

Section # 32210

MWF 9:10 – 10:05 am

Psychology Building 006

Spring 2019

### Instructor: Dr. Kristy Boyce

Office: 203 Lazenby Hall

Office Hours: Mondays 10:15 – 11:15am and by appointment

E-mail: [boyce.76@osu.edu](mailto:boyce.76@osu.edu)

Website: <https://carmen.osu.edu>

Mailbox: 129 Psychology Building

*\*\*Note: please do NOT put any graded assignments in my box*

### Graduate Teaching Associate: Brady Nahlik

E-mail: [nahlik.2@osu.edu](mailto:nahlik.2@osu.edu)

### Statement of course goals

In this course, you will learn about social psychological experiments and theory that explain how individuals come to hold stereotyped beliefs and the social psychological processes underlying stereotyping, prejudice, and discrimination. Because this course also fulfills the Social Diversity in the United States GEC, we will focus on how these topics relate to society and culture in the U.S. and elsewhere in the world. My goal is to help you understand the psychology behind stereotyping, prejudice, and discrimination.

This course will focus mainly on the general psychological processes associated with stereotyping, prejudice, and discrimination. Although we may go into depth into specific “-isms” like sexism or racism, we will primarily be focusing on those processes that are common to all instances of bias.

## Diversity Requirement

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

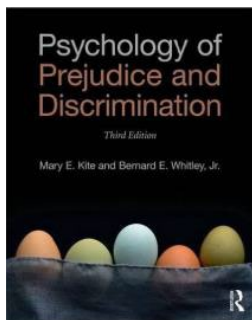
### Expected Learning Outcomes: Social Diversity in the United States

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Psychology 3375 fulfills the GE requirements for Social Diversity by discussing the antecedents and consequences of stereotyping and prejudice and methods for reducing prejudice and discrimination.

## Optional Textbook

Whitley, B. E. & Kite, M.E. (2016). *The Psychology of Prejudice and Discrimination (3rd ed)*. NY: Routledge. ISBN-13: 978-1138947542.



Top Hat



I have created a [Top Hat](#) account for Psych 3375 – the join code is 976125. If you haven't joined, do so now.

## Course format

The work of the course includes three exams, one written assignment, Tophat questions, and participation/discussion. Class meetings involve lecture and discussion, and material will be discussed in class that is not covered in the assigned text.

## Grading system

---

Exams.....	162 points
Exam 1	54
Exam 2	54
Final Exam	54
Written Assignment.....	20 points
TopHat Points.....	20 points
Inclass Assignments.....	24 points
Total Points .....	226 points

---

## Basis of final grades

### Exams

Both exams will focus on specific aspects of theory and research about the self and will assess integration of the course material. All exams will be a combination of multiple-choice and short answer questions and the final exam will not be cumulative.

### Written Assignment

There will be a short writing assignment that will require you to connect concepts covered in class to real-world scenarios. More detail on this assignment will be posted on Carmen.

### TopHat Points

- TopHat questions will be used to assess student understanding of content.
- These questions will mostly be objective in nature. They will be unannounced & spread throughout the term.
- Each DAY will be worth **1 point**– however, there may be more than one question per day.
- If access to an appropriate electronic device is an issue for you, please see the Handwritten Submission Policy discussed below.
- In order to account for the random events that often keep people from attending classes, I **will drop your 2 lowest scores** in this category. After that, students can only make-up assignments with a valid university-approved excuse.

## Handwritten Submission Policy for TopHat

On any day that you need to submit a handwritten answer because your technology isn't working for Tophat, please do the following:

1. Use a full sheet of paper
2. Write your name in legible handwriting
3. Write the date on your paper
4. Write out part of the question so that we know which one you are answering
5. You are responsible for taking your answers to Dr. Boyce at the **end of THAT class period.**

## In-class Assignments

There will also be short in-class assignments related to course materials. These assignments will be chosen to illustrate portions of the lecture and help students to understand the material better. These assignments will be subjective in nature.

- Each inclass assignment is worth 3 points
- Students can miss ONE in-class assignment without penalty. After the first assignment, students can only make-up assignments with a valid university-approved excuse.
- There will be a total of 9 assignments given throughout the semester. The assignment with the lowest score will be dropped, leaving 8 assignments (worth 3 points each) included in the final grade.

## Lectures & Attendance

Lecture slides will not be available online. Please coordinate with another classmate if you need missed material. You should plan to attend class regularly. There will be lecture topics that are not covered in the textbook. If you miss a class, you are responsible for all material covered, as well as any announcements made in your absence.

## Participation

Plan to actively contribute to class. I love teaching (and talking about the self), but I'd like the course to be more than just a soliloquy! Come to class prepared to ask questions, provide examples of course concepts, and respond to one another's ideas and thoughts. Let's have a conversation!

## Deadlines

All deadlines as noted on the course outline are FINAL. Extensions will not be granted unless proper documentation supports a valid reason for an extension, according to University policy, and officially recognized documentation is provided at the time a request is made.

## Grade Appeals

All grading problems and/or appeals must be brought to my attention within 2 weeks of receiving the grade. After that time, no grades will be changed.

## Final Grades

Final grades will be based on the following distribution:

A 100-93%	A- 92.9-90%	B+ 89.9-87%	B 86.9-83%
B- 82.9-80%	C+ 79.9-77%	C 76.9-73%	C- 72.9-70%
D+ 69.9-67%	D 66.9-60%	E Below 60%	

**\*\*Please note that grades are NOT rounded up.**

### Sexual misconduct/relationship violence:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

### Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the [Code of Student Conduct](#) at <http://studentconduct.osu.edu>

### Disability Services:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.



## Psychology 3375 Course Schedule

Instructor: Dr. Kristy Boyce  
 Office: 203 Lazenby Hall  
 E-mail: [boyce.76@osu.edu](mailto:boyce.76@osu.edu)

### Schedule of Class Topics (\*\*subject to change\*\*)

Week	Date	Lecture Topic	Optional Textbook Readings
1	Mon 1/7	Introductions & Syllabus	
	Wed 1/9	Introduction	Ch 1: 1-16; 32-41
	Fri 1/11	Introduction	
2	Mon 1/14	Introductions	
	Wed 1/16	Research Methods	Ch 2: 51-60
	Fri 1/18	Research Methods	
3	Mon 1/21	<b>NO CLASS!</b>	
	Wed 1/23	Research Methods	
	Fri 1/25	Stereotype Formation & Function	Ch 3: 86-93; 98-114
4	Mon 1/28	Stereotype Formation & Function	
	Wed 1/30	Stereotype Activation & Application	Ch 4: 126-149
	Fri 2/1	Stereotype Activation & Application	
5	Mon 2/4	Consequences of Stereotypes	Ch 4: 150-155
	Wed 2/6	Consequences of Stereotypes	
	Fri 2/8	Stereotype Maintenance	Ch 4: 114-117; 156-157
6	Mon 2/11	Stereotype Maintenance	
	Wed 2/13	<b>EXAM 1</b>	
	Fri 2/15	<b>NO CLASS</b>	
7	Mon 2/18	Types of Prejudice	Ch 5: 169 - 206
	Wed 2/20	Types of Prejudice	
	Fri 2/22	Individual Differences in Prejudice	Ch 6: 212-239
8	Mon 2/25	Individual Differences in Prejudice	

	Wed 2/27	Individual Differences in Prejudice	
	Fri 3/1	The Social Context of Prejudice <b><u>Assignment Due!</u></b>	Ch 8: 302 – 332
9	Mon 3/4	The Social Context of Prejudice	
	Wed 3/6	The Social Context of Prejudice	
	Fri 3/8	Discrimination	Ch 9: 343 - 381
10	Mon 3/11 – 3/15	<b>SPRING BREAK!</b>	
11	Mon 3/18	Discrimination	
	Wed 3/20	Discrimination & Hate Crimes	
	Fri 3/22	<b>EXAM 2</b>	
12	Mon 3/25	The Experience of Discrimination	Ch 10: 392 – 397; 411 - 432
	Wed 3/27	The Experience of Discrimination	
	Fri 3/29	The Experience of Discrimination	
13	Mon 4/1	The Experience of Discrimination	
	Wed 4/3	Gender & Sexual Orientation	Ch 11: 440 – 454; 462 - 474
	Fri 4/5	Gender & Sexual Orientation	
14	Mon 4/8	Gender & Sexual Orientation	
	Wed 4/10	Age, Ability, Appearance	Ch 12: 483 - 518
	Fri 4/12	Age, Ability, Appearance	
15	Mon 4/15	Reducing Prejudice & Discrimination	Ch 13: 527 – 559; 567 - 571
	Wed 4/17	Reducing Prejudice & Discrimination	
	Fri 4/19	Reducing Prejudice & Discrimination	
16	Mon 4/22	Reducing Prejudice & Discrimination	
	Wed 4/24	<i>Semester is complete—No Class</i>	
	<b>Friday 4/26</b>	<b>Final Exam: 10:00 – 11:45am</b>	

\*\*Please note that elements of this schedule are subject to change (e.g., topics covered, due dates, etc.). You will always be given notice of these changes and up-to-date information will be available via Carmen.



## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: PSYCH 3375**

**Instructor: TBD**

**Summary: Stereotyping & Prejudice**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>Office 365</li> <li>Carmen</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>Zoom</li> <li>Asynchronous lectures and synchronous lactivities.</li> <li>Carmen discussion boards.</li> <li>Tophat</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All tech is available for free via OSU site license.
6.4 The course technologies are current.	X			The majority of the tech is web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3 <sup>rd</sup> party utilities are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 <sup>rd</sup> party tech is used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and

				access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.

**Reviewer Information**

- Date reviewed: 2/1/21
- Reviewed by: Ian Anderson

**Notes: This one is good to go!**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
 The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>