Students tend to find that I am committed to them, the subject and the discipline. In addition, I have high academic standards for this course. Whenever possible, I will try to point out how students can improve their lives through a better understanding of the psychology of prejudice.

**Course Description:**
This course will discuss perhaps one of the most pressing problems in our society today--prejudice. The literature surrounding prejudice will be considered including many of the case studies of prejudice. Exercises will be conducted allowing for the better understanding of the dilemma concerning emotional biases.

**Course Knowledge:**
1. Develop a critical understanding of the major theoretical perspectives in psychology.
2. Understand the effects of the interaction between the person and situations influencing human behavior and subjective experience.
4. Understand the scientific basis of psychology and the relationship between theory and research.

**Course Skills:**
1. Demonstrate the ability to use the terminology of the discipline.
2. Use library and internet resources to conduct literature searches.
3. Understand and critically evaluate psychological theories.
4. Demonstrate the ability to write in American Psychological Association style.

**Required Reading:**
Examinations will include information from all REQUIRED readings.

**Course Grades:**
Grades for the course will be determined by the following:
- 4 exams (100 points each)
- 20 points each for 4 quizzes
- 25 points each for 4 unit questions. Detailed answers required (see below)
- 580 points total (scale below)
Exams, quizzes, unit questions, and unit videos can be found under the Assignments Tab on Blackboard.

Examinations will be worth 100 points apiece (total of 400 possible points). The format of the exams will be multiple choice and true/false. Exams can be found on the Assignment Link on Blackboard. Exams are available at 6:00 a.m. and due by 11:59 p.m. Please see the dates below exams and quizzes become available and specific due dates. Due dates for exams are listed in blue below. Do not ask to have an exam or discussion
question reopened after its deadline has passed. You have 1½ hours to complete the 50 items.  
**When taking the test only take the test during that time. If something happens to your computer and you loose the exam submission the loss becomes your problem. I grade according to the above stated guidelines. In other words be prepared to take the test, do not email or do other things on your computer that could cause problems and absolutely do not miss a deadline.**

**Course Objectives:**

a) Develop the ability to explain, compare and contrast the major theoretical perspectives surrounding prejudice as demonstrated on quizzes and exams,

b) Explain the effects of the interaction between the person and the situations influencing human behavior and subjective experience,

c) Contrast multicultural perspectives on human behavior by an understanding of multicultural examples as used on exams and quizzes,

d) Explain the scientific basis of psychology and the relationship between theory and research.

Each of the above course objectives will be measured using multiple-choice and T/F questions. Therefore, you should be able to connect theories and research with the respective authors when tested. Each of the above course objectives will be measured using multiple-choice and T/F.

The course is organized into 4 units. Each unit will cover a certain number of chapters. These specific chapters are listed below. Unit objectives are identified on the syllabus under Course Outline/Schedule. Pay attention to deadlines listed in the syllabus. There will be a quiz and exam for each unit as well as a unit question. Answers to the unit questions are only seen by the instructor, but will allow for a high level of interaction and exchange between you and the instructor. Instead of face-to-face lecture there are videos posted under the Assignments Tab.

**Unit question grading:** Each student will prepare for the unit questions by doing all of the readings and answering the assigned question by 11:59 p.m. of the designated day. Students will receive points based on how completely and accurately the questions are answered (25 points were question). **You must provide key terms or research findings in support of each question. Key to answering a question is providing detailed answers from the current assigned reading.** Unit questions can be found in red below.

- To effectively answer the question the answer will be approximately 1 page typed, single space (5 points of the total 25 possible, 20%). For some questions a longer response will be required to completely and accurately answer the question.
• All answers should come from the textbook (2.5 points of the total 25 possible, 10%).
• No citations are required but **page numbers** from where the information was taken should be included (2.5 points of the total 25 possible, 10%).
• The remaining 15 points are divided based on the requirements of the question. You will always lose 5 points for answers that do not meet the length requirement.
• Knowing that you might have a time conflict I have provided unit questions in **green** below. Answers are submitted through the Assignment Tab. You can turn unit questions in early but never late. Use information from your textbook to answer each of the unit questions. Unit questions not turned in by the deadline will automatically lose 20% for each day late.

**Quizzes:** 20 points each, 10 M/C or True/False. They are available starting at 6:00 a.m. and must be submitted by 11:59 p.m. See the dates below they become available and when they are due. Quizzes are listed in **red** below. You have 30 minutes to complete each quiz. Absolutely do not miss a deadline. Quizzes can only be taken once.

**What students can expect from me:** Students can expect to receive a response to an email within 1 business day (Monday-Friday). Exams, unit questions, and quizzes will be graded within 2 business days of the due date.

**Course Outline and Schedule:**

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<thead>
<tr>
<th>Course Title</th>
<th>Chapter</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Stereotyping and Prejudice</td>
<td>Chapter 1</td>
<td>June 29</td>
</tr>
<tr>
<td>Origin of Stereotypes and Prejudice</td>
<td>Chapter 2</td>
<td>June 30</td>
</tr>
<tr>
<td>Feeling versus Thinking in the Activation of stereotypes</td>
<td>Chapter 3</td>
<td>July 1</td>
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<tr>
<td>The Prejudice Personality</td>
<td>Chapter 4</td>
<td>July 2</td>
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<tr>
<td><strong>Quiz 1</strong></td>
<td>Opens July 2</td>
<td>Due July 3</td>
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<tr>
<td><strong>Examination 1</strong></td>
<td>Opens July 6</td>
<td>Due July 7</td>
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<tr>
<td><strong>Unit 2</strong></td>
<td></td>
<td></td>
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<tr>
<td>Old-Fashioned Versus Modern Prejudice</td>
<td>Chapter 5</td>
<td>July 8</td>
</tr>
<tr>
<td>Experiencing Prejudice</td>
<td>Chapter 6</td>
<td>July 9</td>
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<tr>
<td><strong>Quiz 2</strong></td>
<td>Opens July 13</td>
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<tr>
<td><strong>Examination 2</strong></td>
<td>Opens July 16</td>
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<tr>
<td><strong>Unit 3</strong></td>
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<tr>
<td>Ageism</td>
<td>Chapter 7</td>
<td>July 17</td>
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<tr>
<td><strong>Unit Question Due</strong></td>
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<td>July 20</td>
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</table>
Do you think that (as Terror Management Theory suggests) if people are not afraid of death that their attitudes toward the elderly will be more positive, and there would be few stereotypes about older persons?

Sexism: Chapter 8, July 22
Quiz 3 Opens July 23, July 24
Examination 3 Opens July 27, Due July 28

Unit 4
Prosocial Behavior: Chapter 9, July 30
Unit Question Due: July 31
Can prejudice and stereotypes be legislated out of existence? Do you think that legislation on hate crimes and discrimination is effective on changing attitudes of society toward more tolerance and egalitarian attitudes toward stereotyped groups?

Trends and Unanswered Questions: Chapter 10, Aug. 3
Quiz 4 Opens Aug. 4, Due Aug. 5
Examination 4 Opens Aug. 6, Due Aug. 7

With the completion of each unit you will be able to:

Unit 1
Explain what Stereotyping and Prejudice are
- Describe the Origin of Stereotypes and Prejudice
- Discuss what an illusory correlations is and explain why they are illusory.
- Feeling versus Thinking in the Activation of stereotypes
- Describe what is meant by the “Prejudice Personality

Unit 2
- Describe old fashion prejudice.
- Describe modern prejudice.
- Explain the difference between old fashion and modern prejudice and the frequency and location that both most often occur.

Unit 3
- Define ageism and sexism.
- Explain the key influences of why ageism and sexism occurs.
- Explain the prevalence of both ageism and sexism.

Unit 4
- Describe what prosocial behavior is and key research in the area.
- Explain whether prejudice and stereotypes can be legislated out of existence.
- Explain current research in the area of prejudice.

Your final grade will be based upon total points. Final grades will include the +/- grade system of UNC.

Final Grade Range
94% or more (580-545)= A, 93% to 90% (544-522)= A-
89% to 87% (521-504)= B+, 86% to 84%(503-487)=B, 83% to 80% (486-464)=B-
79% to 77% (463-446)=C+, 76% to 74% (445-429)=C, 73% to 70% (428-406)=C-
69% to 67% (405-388)=D+, 66% to 64% (387-371)=D, 63% to 60% (370-348)=D-
59% and below=F

The University of Northern Colorado's Student code of Conduct (http://www.unco.edu/dos/student_code_conduct/student_conduct.html) and Honor Code
(http://www.unco.edu/dos/honor_code/index.html) strictly prohibit any form of academic misconduct. Academic misconduct includes but is not limited to plagiarism, cheating, knowingly or recklessly encouraging or making possible any act of plagiarism, cheating, or fabrication. Academic misconduct is an unacceptable activity in scholarship and is in conflict with academic and professional ethics and morals. All incidents of alleged plagiarism or other forms of academic dishonesty will be investigated and violations of academic integrity will result in a consequence that may be as severe as an F in the class and a recommendation for expulsion. For more information on plagiarism and appropriate paraphrasing, please see:
http://www.unco.edu/dos/honor_code/defining_plagiarism.html

**Netiquette Expectations:** Please check your UNC assigned email every day. This will be the only email that we will be using during this course.

**Exam/Quiz tips**

Close down all programs you are running on your computer. Do not open the exam or quiz until you are prepared to take it. Blackboard will not allow you to exit an exam or quiz and then start it again at a later time. Once a quiz or exam is started DO NOT click on any of the menu buttons or navigation buttons on your web browser. Do not print pages, send email, surf the web, or instant message because doing so may bump you out of the exam meaning your test will be frozen.

If you lose your connection while taking a quiz or exam, contact the instructor by email immediately and explain the circumstances. IF THE INSTRUCTOR determines you should be allowed to retake a test, you will have to retake the entire quiz or exam and questions answered incorrectly on your first attempt will be counted as incorrect when you final score is computed, even if you answer them correctly on your retake. So your score may be adjusted later, after you received your retake score. Answers on quizzes or exams are NOT submitted until you click the SAVE AND SUBMIT button at the end of the quiz or test. You must hit the Save And Submit button when you have completed the test.