PS/SO 340 THE PSYCHOLOGY OF PREJUDICE AND DISCRIMINATION
IES Abroad Amsterdam
Amsterdam Spring Quarter – Psychology, Sociology & Political Science

DESCRIPTION:
Focusing on prejudice and discrimination, this course examines how people influence and are influenced by their social setting. It examines the social influence of individuals’ beliefs and judgments as well as perceptual errors we are prone to make. The course will discuss examples of following discriminations: ethnic, racial, gender, religious, sexual preference, as well as prejudice and discrimination of minorities, disabled people and immigrants, emphasizing the cultural components relating the Netherlands to the U.S. (with case studies beyond the readings). Students are encouraged to apply theories and research to areas of personal concern.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST:
Literature:
Allport, G. W. (1954). The nature of prejudice. Reading, MA:

METHOD OF PRESENTATION:
The methodology will be based on presentations and discussions, video excerpts, case studies, field trips, and group work. These will enhance our exploration of this contemporary area of social psychology.

REQUIRED WORK AND FORM OF ASSESSMENT:
• Course Participation - 10%
• Homework Journal - 10%
• Midterm Exam - 25%
• Written assignment & presentation - 30%
• Final exam - 25%

Course Participation
As class attendance is mandatory, simply being present during class meeting times is not considered a part of the assessment. Rather, class participation refers to the extent to which students are involved, active, and prepared when coming to class; this includes reviewing the assigned readings before we meet, preparing relevant discussion questions for the session, as well as actively taking part in class discussions and activities.

Grading Rubric for Student Participation

Excellent participation
Your contributions reflect an active reading of the assigned bibliography. An ability to skillfully synthesize the main ideas of the readings and raise thought-provoking questions about the applications and implications of the material is also shown. You demonstrate, through unique questions and comments, that you are capable of relating the main ideas in the readings to the other information discussed in the course and with your own life experience. You make highly informed judgments about the readings and other ideas discussed in class, consistently providing evidence and reasons. By respectfully allowing others to speak and stating your reactions...
about other classmates’ opinions, you exhibit a capability of contributing to the discussion spiral with further inquiries. The level of active involvement in the completion of the class activities is exceptional.

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<th>Very good participation</th>
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<td>Your contributions show that the assigned materials are read. Majority of the time you show a comprehensive understanding of the main ideas identified in course material and class discussion, although sometimes it seems that applications and implications of the information read were not properly reflected upon. You are respectful of both others’ time to speak and the ideas they offer. Additionally, you show an ability to construct over others’ contributions and respond in a positive manner in moments of disagreement. Regular involvement in the activities is observed and the quality of your contributions is solid.</td>
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<th>Regular participation</th>
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<td>You indicate a regular reading of the bibliography but in an insubstantial manner. You attempt to build on others’ ideas but commonly provide comments that indicate lack of preparation about the material. Frequently, your contributions have little unique characteristics or are unarticulated with the discussion at hand.</td>
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<th>Insufficient participation</th>
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<td>Consistently, your contributions about readings display a disconnected or inactive involvement with the text. You do not participate in an informed way, and also show a lack of interest in constructing over others’ ideas. Several unjustified absences have been reported.</td>
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**Homework Journal**
The homework journal consists of shorter exercises assigned on a weekly basis; it will typically include a written assignment intended to further the exploration and understanding of class content, as well as a personal reflection where students are expected to document their own thoughts and considerations on the topics seen in class.

**Midterm Exam**
The midterm consists of short answer questions

**Written Assignment & Presentation**
The written assignment is an in-depth research and reflection paper on a subject matter relevant to the course topic. It comprises three parts: a literature review, a list of references, and a personal reflection for a total length of 7-10 pages. A short presentation of findings in class is part of the evaluation.

**Final exam**
The final exam consists of one essay questions and short answer questions

**LEARNING OUTCOMES:**
By the end of the course, students will be able to:

- Describe the current stand of research in the field of prejudice and discrimination within the broader context of social psychology (with more emphasis on cultural components relating to the U.S. and Austria).
- Explicate the nature of stereotypes, prejudice, and discrimination and how pervasive they are, as well as examine the social, cognitive and emotional roots of these phenomena.
- Discuss case studies and experiences of stigmatized groups in various historical contexts (based on specific forms of discrimination (ethnic, gender, religion, sexual orientation))
- Employ methods for how prejudice and discrimination can be lessened (if not avoided).
- Apply theories and relevant research to areas of personal interest

**ATTENDANCE POLICY:**
Since IES Abroad Amsterdam courses are designed to take advantage of the unique contribution of the instructor, and the lecture/discussion format is regarded as the primary mode of instruction, class attendance is mandatory and will be taken for every class. In addition, students are expected to be on time for classes, course-related excursions, and tests. Some courses include mandatory trips outside of regular class hours, i.e. on weekends. Students will be made aware of the specific dates of such trips well in advance and are required to attend.

If a student misses a class without an excuse, this will lead to a deduction of their final grade of one-third of a letter grade for every additional unexcused absence (for example, A- to B+).

**Excused absences** are permitted only in case of:

1. Health issues (including a doctor’s note);
2. A recognized religious holiday traditionally observed by the particular student;
3. A grave incident affecting family members;
4. Conflicting academic commitments, only when communicated well in advance;

Any other absences (such as missing a flight) are unexcused.

If a student shows a pattern in (excused and unexcused) absences, students may be subject to an Academic Review including but not limited to a letter sent to their school and a probationary period or exclusion from the program.

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<td><strong>Part I - Social cognition, cognitive and psychological foundations of stereotyping and prejudice</strong></td>
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| Session 2 | On perception and perceptual errors | • Allport, G. W. (1954). The nature of prejudice. Reading, MA: Addison-Wesley. Ch.2, 10  
| Session 3 | Stigmatization | • Allport, G. W. (1954). The nature of prejudice. Reading, MA: Addison-Wesley. Ch.15  
| Session 4 | The psychology of exclusion – antecedents of prejudice | • Allport, G. W. (1954). The nature of prejudice. Reading, MA: Addison-Wesley. Ch.4  
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<td><strong>Part II - Discrimination</strong></td>
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| **Session 5** | Racism | • Allport, G. W. (1954). The nature of prejudice. Reading, MA: Addison-Wesley. Ch.7, 22  
| **Session 6** | Field trip to Black Archives | • TBC |
| **Session 7** | Discrimination and depersonalization during the war – Personality and prejudice | • Allport, G. W. (1954). The nature of prejudice. Reading, MA: Addison-Wesley. Ch.25  
<p>| <strong>Session 9</strong> | Guided walking tour of Old Jewish Quarter | • TBC |</p>
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<td>Part III – Bridging the gap: Reducing and coping with prejudice &amp; discrimination</td>
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• Crisp, R.J., & Turner, R.N. (2009). Can imagined interactions produce positive perceptions?: Reducing prejudice through simulated social contact. American Psychologist, 64(4), 231-240  
| Session 16 | Student Presentations | Submit written assignment |
| Session 17 | Final Exam | |

**COURSE-RELATED TRIPS:**
- Field trip to Black Archives
- Guided walking tour of Old Jewish Quarter

**REQUIRED READINGS:**

RECOMMENDED READINGS: