

Louisiana State University
Department of Political Science
POLI-7903 ▪ Spring 2016
W 9:00-11:50 ▪ 210 Stubbs Hall

Graduate Seminar: Stereotyping and Discrimination

Professor: Jas M. Sullivan, Ph.D.

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Office Hours: Wednesdays 1:30-3:30, and by appointment

Course Description: The purpose of this course is to examine stereotypes and its effect on human behavior. Specifically, our discussions will focus on the following areas: the psychology of stereotypes, development of stereotypes, prejudice and discrimination, the role of various institutions in disseminating stereotypes, stereotype change, methods of measuring stereotypes, and the influence of stereotypes on human behavior.

Course Objectives: The major goal of this course is to facilitate students' understanding of the causes of stereotypes, and the effects of stereotypes on human behavior. By the end of the course you should be able to:

- comprehend the major themes, issues, and concepts regarding stereotypes;
- demonstrate knowledge on the effects of stereotypes in our everyday lives; and
- demonstrate analytical, verbal, and written skills.

Course Methods:

To reach these goals, you will:

- Read and discuss weekly assignments;
- Submit weekly memos; and
- Complete a group project and an exam that gauge competencies of course content.

Basic Expectations:

You can expect me (the professor) to:

- Arrive on time and be prepared for class;
- Follow the syllabus and alert you in advance of any changes;
- Respond as quickly and as thoroughly as possible to your work and concerns; and
- Evaluate your work fairly according to clearly communicated expectations.

I expect you (the student) to:

- Be both prompt and prepared for class;
- Place all cell-phones, CD players, and MP3 players in your book-bag;
- Read and follow the written syllabus and ask any clarifying questions in advance;
- Take the initiative in communicating with me before problems get out of control; and
- Evaluate your own work according to the expectations of the course.

■ I'm happy to meet, talk, or email with you about problems, questions, confusions or concerns about the class, and hope you will take advantage of my office hours which are held on Wednesdays 1:30-3:30 or by appointment.

Policies & Procedures:

□ Missing an Examination- In the event of an in-class missed exam the student should contact the instructor as soon as possible. It is your responsibility to find me; do not expect me to track you down. You must take exams when they are scheduled. If you miss an examination due to an emergency (car accident, emergency room visit, sick child, or death in the family) you must: (1) contact me within 24 hours of your absence, and (2) provide written documentation of your absence.

□ Attendance & Participation- Class attendance is regarded as an obligation as well as a privilege, and all students are expected to attend regularly and punctually to all classes. Failure to do so may jeopardize your grade. Absences of military personnel are reported in accordance with university rules. These guidelines follow University policy as described in the general catalog. I encourage meaningful and positive class participation. Participation will heavily be considered at the end of the semester. Meaningful and positive class participation needs to be done in an organized matter. Please raise your hand to be acknowledged. Talking out of turn will not be tolerated. Please respect me and your colleagues when they are speaking.

□ Student Code of Conduct- Chatting (side conversations), reading the paper, sleeping, wearing personal stereos, playing with cell-phone, and generally not paying attention during lecture can be distracting not only to me but to your fellow classmates. Students who must leave earlier than the end of the class period should inform me before lecture begins; otherwise they will be "absent." Please do not pack-up before I indicate that class has been dismissed. Please turn off cell-phones before coming into class. I expect that you will maintain the highest standards of intellectual honesty in this class. Anyone involved in any act of academic dishonesty as outlined by the University's Student Conduct Code will be referred to the Dean of Students.

□ Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Office of Disability Services (ODS). The ODS is located in 112 Johnston Hall. Phone is 225/ 578-5919. To receive academic accommodations for this class, please obtain the proper ODS forms and meet with me at the beginning of the semester.

□ Copyright Statement- Students shall adhere to the laws governing the use of copyrighted materials. They must ensure that their activities comply with fair use and in no way infringe on the copyright or other proprietary rights of others and that the materials used and developed at Louisiana State University contain nothing unlawful, unethical, or libelous, and do not constitute any violation of any right of privacy.

Required Texts:

- David J. Schneider, *The Psychology of Stereotypes* (New York, New York: The Guilford Press, 2005).
- Derald Wing Sue, *Microaggression in Everyday Life: Race, Gender, and Sexual Orientation* (Wiley, 2010).

- Additional readings posted on Moodle [Denoted as **M** on reading schedule].

Evaluation:

■ **Participation** (130 Points): Your grade will be based on your attentiveness, involvement, and attitude. I expect everyone to attend all classes. If you miss class for any reason, you are expected to obtain any missed material from other students in the class. I will not provide a summary of the class during my office hours. In order to obtain participation points, you obviously have to be present in class, you must have read the material before class, and add your voice to the classroom discussion. In addition, I will at random ask you to answer questions and share your input, and consistently not having a response will greatly affect your participation points. There will be 13 class sessions; for 13 of these class sessions you can earn 10 points for participation (totaling 130 points). I will at random select the class sessions in which participation will be given.

In order to receive participation points, you are to sign the attendance sheet (if you were present) at the BEGINNING OF CLASS and place a check next to your name, if you participated in class discussion at the CONCLUSION OF CLASS. *If I find you have checked your name without having participated (or someone other than you has signed and checked your name), your name will be forwarded to the Dean's Office for engaging in academic dishonesty. In addition, if I see you on your phone (for whatever reason—i.e., to call, text, or play games), you will not be awarded participation points for that class period.*

■ **Research Idea Memos** (110 Points): There are 11 reaction papers for 10 points each. Each week, there will be a set of readings on a particular topic. In addition to those readings, you are to select 3 to 4 articles of your own choosing on an issue you found interesting from the initial readings. As a scholar, this is your opportunity to explore in more detail the issues you find interesting for each week. In addition, you are to write a memo, which includes the following:

1. A short annotated bibliography of each of the articles you read—citing its contribution to the literature (its purpose), research question(s), methods, and comments you have on the article.
2. The second part of the memo (and most important) is an original research idea you generated from the initial readings and articles you chose. The following should be included:
 - a. A clear research question
 - b. Plans for conducting the research
 - i. Discussion of methods
 1. How would you go about answering your question(s)?
 - c. Questions you would ask the class in order to answer some of the puzzles or problems you have about the research idea.

These memos are beginning blocks to generating future research projects; ***they are not final products***. These memos need to be uploaded to Moodle by Wednesdays 6am, and it should be typed in *Word*, using Times New Roman and 12-point font. In addition, bring a hard copy of your memo, so when I do call on you, you have access to it. ***In other words, be prepared to discuss your memos. After the due date, you will NOT have access.*** An important note: submissions will NOT be graded, unless you are in class to discuss your memo. In other words, you can submit it, but unless you are present in class, it will not be grade.

■ **Book PowerPoint & Presentation (100 Points):** Important agents of socialization that disseminate stereotypes about others include family, peers, media, and institutions (such as educational and religious institutions). Early on, academics (specifically scientists), contributed to crafting stereotypes of African Americans. You (and your group) will select a book (from the list I provide) and work together to create a PowerPoint detailing each of the chapters. This part of the assignment is 50 points. **Book PowerPoint notes will be due on Moodle by Wednesday, April 20, 6am.**

The second part of the assignment is to present what you learned from the book. In the **presentation**, identify the book you read; discuss the stereotypes created in detail, and what are the findings based on. Based on what you have read in this class, what are the potential implications of these stereotypes for those in the in-group and those in the out-group? In what ways could these stereotypes affect the way we view others even today? What are the real-world implications of these stereotypes? For the **presentations**, you will share with the class your findings using *PowerPoint*. You have 30 minutes to present. After your presentation, your classmates will be offered the opportunity to ask you questions regarding your presentation. These presentations will be due on the date you sign up, and **All PowerPoint Presentations will be due on Moodle by Wednesday, April 20, 6am—whether you present on that day or not. After 6am, you will NOT have access.** If you are not prepared, you will receive a “0” for a grade.

■ **Exam (100 Points):** There will be one exam worth 100 points. The exam will include essay questions taken directly from discussions and readings. In order to do well on the exams, you must answer all parts of a question and give detailed responses. Often, students do not receive full credit, because they simply list their answers or they just write one sentence. In the directions, it will state clearly to please explain answers in-detail. Simply writing one sentence or listing is not answering questions in-detail. As a word of advice, when a question is worth 10, 15, and 20 points, it means more is required in terms of explanation. Please do not just write one or two sentences, because that is not enough to receive full credit! Based on student engagement in the course, the exams will either be in-class or take-home. If it is a take-home exam, **you must submit it on Moodle by, Monday, May 2, 12pm.** E-mail submissions or placing them in my mailbox will be not accepted. Furthermore, I will NOT accept any late exam.

Grading Scale: In order to calculate your grade, you will divide your total points earned by the total points allowed--which is 390 points.

- The following grading scale will be used to determine the letter grade for the course:

Letter Grade	From	To
A+	97	100
A	93	96.99
A-	90	92.99
B+	87	89.99
B	83	86.99
B-	80	82.99
C+	77	79.99
C	73	76.99
C-	70	72.99
D+	67	69.99
D	63	66.99
D-	60	62.99
F	0	59.99