Attention!

This is a representative syllabus.

The syllabus for the course when you enroll may be different.

Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750).

Thank you!
COURSE OVERVIEW

Pre-requisite(s)

PSYCH 1100 (100) or 1100H (100H).

Course description

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.

Course learning outcomes

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

- To better understand the role of stereotypes, prejudice, and discrimination in daily life.
- To gain a better understanding of research investigating stereotypes, prejudice, and discrimination.
- To think critically – to integrate your thoughts with other’s thoughts and previous research.
- To intelligently discuss social problems involving race and discrimination.
- To understand why we use stereotypes, have prejudices, and discriminate against others.
Diversity goals

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.

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.

Expected Learning Outcomes:

We will achieve these goals by understand and implementing psychological theory in order to better understand our actions and the actions of others in the context of intergroup interactions. The goal of the course will be to provide new insights into how to think about everyday interactions between individuals of different social groups. We will also discuss the origins one's stereotypes, prejudices, and acts of discrimination and factors that influence these outcomes.

HOW THIS COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time. There may be a few activities where you are asked to work together with other students in the class at a time of your choosing.

Pace of online activities: This course is divided into weekly modules that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame. Weekly activities are due each Monday by 11:59PM.

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.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- Participating in online activities for attendance: SEVERAL TIMES PER WEEK
  You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) There will be weekly activities and readings to complete, as well as videos to watch. Some of these activities will involve interaction with your classmates, so you need to log into Carmen regularly. You cannot wait until the last moment to complete activities and readings. If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.

- Office hours and live sessions: OPTIONAL
  All live, scheduled events for the course, including my office hours, are optional.

- Participating in discussion forums: 2+ TIMES PER WEEK
  For discussion forums, you should expect to post at least twice on the week's topics, at least once towards the beginning of the week (by the end of Saturday) and at least once later in the week in response to others' posts (by the end of Monday when module activities are due). NOTE: This guideline represents the bare minimum and would earn a grade of C on this requirement of the course. Over
the course of the semester, your posts should increase in quantity and quality as a reflection of your learning and engagement in the course.

PARTICIPATION NOTE: For the discussion portion of the course, it is important that you are prepared (having read the material for the week ahead of time) so you can intelligently discuss the material presented. As part of understanding the material, I encourage you to ask questions. If material is presented that is confusing, or if you can think of alternative explanations for the research findings, please share. Alternatively, you might relate a concept to your own life and want to discuss it. One of the best ways to become comfortable with the material is apply it to your everyday experiences. We can all benefit from a lively discussion.

Some of the topics we talk about will be both provocative and sensitive. As such, I expect you to be respectful of both me and your fellow classmates. I will not tolerate any hostility directed at me or another student. We will all get the most out of this class if you come prepared to share your own ideas and discuss the course subject matter. It is natural for people to disagree at times, but even if you hear something you disagree with, you should consider that position and respond to it in a respectful and thoughtful manner. The material presented in this course is firmly rooted in scientific research and theory, and we will discuss topics based on research and theory.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

REQUIRED


- The textbook and/or courseware for this course is being provided via CarmenBooks. Through CarmenBooks, students obtain publisher materials electronically through CarmenCanvas, saving them up to 80% per title. The fee for this material is included as part of tuition and is listed as CarmenBooks fee on your Statement of Account. In addition to cost-savings, materials provided through CarmenBooks are available immediately on or before the first day of class. There is no need to wait for financial aid or scholarship money to purchase your textbook.

- Unless you choose to opt-out of the program, you do NOT need to purchase any materials for this course at the bookstore. For more information on the program or information on how to opt out: [https://affordablelearning.osu.edu/carmenbooks/students](https://affordablelearning.osu.edu/carmenbooks/students)

Course technology

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](http://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- Self-Service and Chat support: [ocio.osu.edu/help](http://ocio.osu.edu/help)
Phone: 614-688-4357 (HELP)

Email: servicedesk@osu.edu

TDD: 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the Canvas Student Guide.

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- Zoom video conferencing software
- Recording, editing, and uploading video
- One assignment will require the use of Piktochart (free version). However, you can also get permission to create a different product for the assignment

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) 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) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft’s Student Advantage program. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

CARMEN ACCESS

You will need to use BuckeyePass 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.
- 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 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

How your grade is calculated

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<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Points Earned</th>
<th>Points</th>
<th>Percent</th>
<th>Letter Grade</th>
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<tr>
<td>Learning Assessment 2</td>
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<td>Class Participation</td>
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<td>(completion of weekly activities &amp; discussions)</td>
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<td><strong>Total</strong></td>
<td><strong>650</strong></td>
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*The final exam consists of two parts. Part 1 will cover material from Unit 3 (50 points). Part 2 will consist of a cumulative portion, which covers material from the first two units (50 points).

See Carmen for due dates.

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

LEARNING ASSESSMENTS

There will be 3 learning assessments, one for each of the three units in the course. Each learning assessment will allow you to demonstrate your learning of the course material. Each learning assessment will focus primarily on the material from the most recent unit. However, research shows that frequent testing (i.e., retrieval practice) is one of the most important factors in learning. Other science-backed principles include interleaving (i.e., mixing topics together) and spaced practice (i.e., distributing learning opportunities over time). Therefore, as part of the learning process, the second and third learning assessments will include a cumulative section (about 10 points). Each learning assessment will consist of approximately 50-70 objective questions (e.g., multiple-choice, multiple answer, true or false, fill in the blank). However, some objective questions could be traded for other types of questions (e.g., short answer, essay). More details will be given in the description for each learning assessment.

The learning assessments will assess your knowledge of the material covered in weekly modules and the textbook. These learning activities are open-book and open-note. However, you should not consult fellow students or other people, nor should you assist other students.

You can take each learning assessment twice and the higher score will be recorded. If you are satisfied with your first score, you do not have to complete the activity for a second time. When the learning assessment opens, you will have at least 3 days to complete it.
• LEARNING ASSESSMENT #1: DUE Thursday, February 11 by 11:59PM
• LEARNING ASSESSMENT #2: DUE Thursday, March 18 by 11:59PM
• LEARNING ASSESSMENT #3: DUE Thursday, April 15 by 11:59PM

FINAL EXAM

The final exam will consist of approximately 100 objective questions (e.g., multiple-choice, multiple answer, true or false, fill in the blank). About 40% of the questions will cover the new material from Unit 3 and the other 60% will cover material from Units 1 and 2. However, some objective questions could be traded for other types of questions (e.g., short answer, essay). The final exam will take place online, just as the weekly learning assessments will.

REFLECTION PAPER

You will submit two versions of your paper, one at the beginning of the semester and one at the end. The first paper (Reflection Paper PT 1) will be due Friday, JAN 22 by 11:59PM. This first paper is based on your current knowledge. No need to look up anything or cite anything. This paper is all about what you already know. The second version of the paper (Reflection Paper PT 2) will involve answering the same four questions that you answered at the beginning of the semester. You can feel free to incorporate anything from the first paper, but I expect you will add quite a bit too, especially making reference to and reflecting on material and concepts related to the course. The second version of the paper is due Friday, APR 16 by 11:59PM.

CLASS PARTICIPATION

Class participation points consist of several different components. Each week, 5-30 points will be awarded through a variety of activities outlined on Carmen. These activities include readings, quizzes, demonstrations, discussion, opportunities for practice, and more. Weekly modules should be completed by Monday at 11:59PM.

Given the relevance of this material to everyday life and current issues, different discussion activities will be a frequent part of weekly activities. Discussions will occur in small groups. You will need to make a post to gain entry into the discussion and your group members will try to answer your question. This will require some coordination, but each student in a group must be the first to respond to one other student’s original post/question. Discussion activities will primarily involve these three formats:

• Generate a short-answer question with a factual answer. Write a short-answer question based on the material from the current weekly module. Questions can be based off of readings, videos, and other information in the weekly module. Your question should require 3-7 sentences to answer completely. The best questions will require your group members to integrate or apply information rather than simply regurgitate information from a particular portion of a video or reading. NOTE: You can reply to group members’ responses to your question and redirect them if they seem stuck or off-base, but don’t answer the question for your group members.

• Generate a discussion question. Write a question for discussion. Your question could cover a topic, issue, or application that seems to be open, unaddressed, or unclear from the current weekly module. Alternatively, you could write a discussion question that addresses an important issue (e.g., methodological, theoretical, or critical) from the weekly module; that makes use of knowledge of
material/readings from the weekly module; that requires some thought, integration, or creativity; or that is likely to be informative and interesting for your group to discuss. NOTE: Make sure that you do not write a question that simply requires a yes/no response. You should respond to your own question, but only after others have responded.

- Find a news article that demonstrates a topic in the course. This task has two steps. FIRST, this task requires you to locate a news article about a current event from the last 2 years that is relevant to a recent weekly module. In a brief write-up that you submit to Professor Jones, you should briefly summarize: A) The topic of the article; B) The relevant principle or theory from the course, making sure to describe what the principle is or what the theory says, and C) How the news article illustrates the principle/theory or how the principle/theory can be used to explain the current event. SECOND, after Professor Jones approves of your news article, you should post a link to the news article in the discussion forum and ask your group members to respond with the following prompt: “Analyze this news article with principles, theories, etc. from this course.” NOTE: The news article should not be making the connection to the course for you. For this task, only major newspapers, magazines, and news outlets are acceptable, provided you can include a link in your post. Articles from CNN, Associated Press (sometimes distributed through Yahoo! and other sites), CBS, ABC, NBC, The New York Times, and The Wall Street Journal may all be used. Local newspapers (e.g., Columbus Dispatch) are also acceptable. Please no blogs or non-reputable news sources. Don’t use fluffy magazines like Cosmopolitan or Playboy.

Discussion will be an important part of the learning process in this course, and so all students are dependent on timely participation by fellow students. The asynchronous nature of this course and students’ varying schedules may present challenges. However, discussion forums are a regular part of most online/asynchronous courses. Students who do not participate in a timely fashion or in sufficient quantity may be removed from their group or grouped with other students who are displaying these behaviors.

Instructor 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: For large weekly assignments, you can generally expect feedback within 1-2 weeks.
- Email: It is my intention to reply to emails within 24 hours on days when class is in session at the university. However, circumstances could delay my response.

OTHER COURSE POLICIES

Academic integrity policy

POLICIES FOR THIS ONLINE COURSE

- Quizzes, exams, and weekly online learning assessments: Quizzes, exams, and weekly online learning assessments are open book and open note, meaning that you can use these items to help you
answer these questions. However, you should not consult fellow students or other people, nor should you assist other students.

- **Written assignments**: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should cite the ideas and words of your research sources to avoid plagiarism. Plagiarism is a serious offense and may result in failing an assignment or the entire course. Plagiarism occurs when you intentionally or unintentionally misrepresent another person’s work as your own. This could occur in a number of ways: 1) by copying someone else’s work word-for-word or just in part without quotation marks; 2) by paraphrasing a source without citing the original author; or 3) by submitting your own prior work (e.g., from this course or another course) without citing it.

- **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.

**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](#), 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 COAM determines that you have violated the university’s [Code of Student Conduct](#) (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

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

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- [Ten Suggestions for Preserving Academic Integrity](#) ([Ten Suggestions](#))
- [Eight Cardinal Rules of Academic Integrity](#) ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))
Copyright disclaimer

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 or by contacting the Ohio State Title IX Coordinator at 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 or email equity@osu.edu.

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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: ccs.osu.edu. 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. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Diversity Policy

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.
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; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State’s learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Carmen (Canvas) accessibility
- Streaming audio and video
- Collaborative course tools
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<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Textbook Readings</th>
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<tbody>
<tr>
<td><strong>UNIT 1</strong></td>
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<tr>
<td>Week 1 (1/11-1/18)</td>
<td>The Psychology of Diversity: Challenges and Benefits</td>
<td>CH 1</td>
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<td>Week 2 (1/19-1/25)</td>
<td>Central Concepts in the Psychology of Diversity</td>
<td>CH 2</td>
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<tr>
<td>Week 3 (1/26-2/1)</td>
<td>Historical Perspectives on Diversity in the United States</td>
<td>CH 3</td>
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<td>Week 4 (2/2-2/8)</td>
<td>Personality and Individual Differences: How Different Types of People Respond to Diversity in Different Ways</td>
<td>CH 4</td>
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<td><strong>UNIT 2</strong></td>
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<td>Week 6 (2/16-2/22)</td>
<td>Social Identity, Roles, and Relations: Motivational Influences in Response to Diversity</td>
<td>CH 6</td>
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<td>Week 7 (2/23-3/1)</td>
<td>TBA Instructional Break: 2/23-2/24</td>
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<td>Is Bias in the Brain?</td>
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<td>Coping and Adapting to Stigma and Difference</td>
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<td>Intergroup Interactions: Pitfalls and Promises</td>
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<td>The Challenge of Diversity for Institutions</td>
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<td></td>
<td><strong>PART 2: CUMULATIVE SECTION</strong></td>
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***NOTE THIS EXCEPTION TO THE USUAL DUE DATE***