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Spring 1-30-2020

## Psychology of Racism and Prejudice

Emel Taskakan  
*CUNY City College*

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#### Recommended Citation

Taskakan, Emel, "Psychology of Racism and Prejudice" (2020). *CUNY Academic Works*.  
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# PSY 3470 PSYCHOLOGY OF RACISM AND PREJUDICE SYLLABUS

SPRING 2020

## INSTRUCTOR INFORMATION

**Instructor**  
**Emel Taskakan**

**Email**  
etaskakan@ccny.cuny.edu

**Location & Hours**  
NAC Building, 6/325 MW 12:30-1:45pm

## GENERAL INFORMATION

### DESCRIPTION

This course explores the psychological underpinnings of prejudice in an applied context. Specifically, the course will explore the prejudice associated with social and cultural difference within society.

The following broad topics will be covered in this course:

- Basic processes and causes of stereotypes, prejudice and discrimination;
- Expression of prejudice, stereotyping and discrimination,
- Social impact of prejudice, stereotyping and discrimination
- Combating prejudice, stereotyping and discrimination

### EXPECTATIONS AND GOALS

At the conclusion of this course, you should be able to:

1. Define prejudice, and differentiate it from stereotypes and discrimination.
2. Understand the processes by which inequalities are created and maintained.
3. Examine prejudice as a cultural, intrapersonal, and interpersonal phenomenon.
4. Demonstrate an understanding of the role of power and exploitation in the perpetuation of inequality.
5. Develop writing, critical thinking, and engagement in course material through a focus on writing and communication.
6. Apply critical thinking skills through defining issues, examining evidence, becoming aware of hidden assumptions, resisting the temptation to oversimplify, and drawing conclusions carefully.
7. Apply course concepts to current events.
8. Understand ways in which people can work to challenge inequalities and promote social justice.

## COURSE REQUIREMENTS

### BREAKDOWN OF GRADES

A+ = 97-100			
A = 93-100	C+ = 77-79	1. A&P:	15
A- = 90-92	C = 73-76	2. EXAM I:	25
B+ = 87-89	C- = 70-72	3. EXAM II:	25
B = 83-86	D = 60-69	4. RP's:	30
B- = 80-82	F = BELOW 59	5. BIAS ADVERTISING:	5
		TOTAL:	100

### ATTENDANCE (15%)

Attendance and participation are a major part of this class. *Only four absences* are permitted. If you are forced to miss several days, then we will have a meeting and discuss whether it makes sense to withdraw. Your active participation is essential for the benefit of a learning community. You must not only attend class (on time), but must also actively engage. Participation is monitored in every class period. No make-up points will be granted.

EXAMS (50% / 25% EACH)

Midterm & Final are worth a total of 50 points. Each exam is worth 25 points. Students will have 1 hour and 15 minutes to complete each of the two exams. Exams will be completed in class. All exams will consist of 50 multiple choice and true-false questions from the lectures, readings and class discussion. Please note that at least 5 questions on each exam will come solely from the readings in order to encourage students to read the assigned work. None of the two exams are cumulative.

Exam	Date
Midterm	03/23
Final	05/13

STEREOTYPES IN ADVERTISING EXERCISE (5%)

Stereotypes are used frequently in advertising. Find and bring in a recent advertisement perpetuating a stereotype. Secure the advertisement on a piece of construction paper and on the back answer the following questions:

- What does this advertisement hope to achieve?
- Where did you see this advertisement?
- Who is the target population?
- Which stereotypes are being perpetuated?
- How does the location and target population influence which stereotype was used by the advertiser?
- What else could have influenced the advertiser to use this specific stereotype?
- How can this advertisement be harmful?

REACTION PAPERS (30% / 3% EACH)

**Reaction Paper** **Topic:** Each paper should be at least 2 pages (12pt font and double spaced). Check the class schedule for the topic of the reaction paper that is due. **Your reaction paper should briefly explain the content and provide your perspective on the topic and its implications. No late assignments will be accepted for reaction papers in this course. Failure to turn in assignments on the day they are due will result in a grade of 0 on that assignment.**

- 1** **Complete** at least 3 of the Implicit Association Test's:  
<https://implicit.harvard.edu/implicit/education.html>  
**Answer:** What factors could've contributed to your results? Is there anything you'd like to change after seeing your results? How does that make you feel?
- 2** **Read:** Czopp,A., Kay, A., & Cheryan, S. (2015). Positive stereotypes are pervasive and powerful. *Perspectives on Psychological Science, 10*, 451-463.  
**Answer:** Are positive stereotypes harmful?
- 3** **Complete** the Social Privilege Scavenger Hunt Experience See *Blackboard*  
**Answer:** Which items were easy to find? Which were difficult to find? What surprised you as they looked around the store? What interactions they had with employees and fellow shoppers? What are the implications of your findings or lack thereof?
- 4** **Analyze** the content of the following website (including statistics) :  
<https://www.fbi.gov/investigate/civil-rights/hate-crimes>  
**Answer:** What do you believe are some factors that determine the type of hate crime? How can we reduce these incidences? Have you or someone within your circle experienced discrimination? If so, why do you believe it happened and what impact did it have on you or the person within your circle?
- 5** **Read:** Development of Ethnic, Racial and National Prejudice in Childhood and Adolescence Article See *Blackboard*

## Reaction Paper

**Topic:** Each paper should be at least 2 pages (12pt font and double spaced). Check the class schedule for the topic of the reaction paper that is due. **Your reaction paper should briefly explain the content and provide your perspective on the topic and its implications. No late assignments will be accepted for reaction papers in this course. Failure to turn in assignments on the day they are due will result in a grade of 0 on that assignment.**

**Answer:** How do children learn prejudice? What were some of the stereotypes you acquired in childhood and how has that impacted your feelings and actions? Is it still having an impact today?

6 **Read:** MSN Article: Obama said that if women ran the world, there'd be less war.  
<http://a.msn.com/01/en-us/BBYf4Qy?ocid>

Male Age Composition and Severity of Conflicts:  
[http://earthops.org/immigration/Mesquida\\_Wiener99.pdf](http://earthops.org/immigration/Mesquida_Wiener99.pdf)

**Answer:** In what ways can we reduce the number of violent conflicts? How do implicit gender biases affect the leadership styles / decisions of both men and women? How can we reduce the impact of these gender biases?

7 **Read:** The Drug War, Mass Incarceration and Race handout *See Blackboard*

**Answer:** What evidence is there that the war on drugs was racially motivated? What effect has the war on drugs had on the relationship between the police and the communities they serve? Was the war on drugs successful? Who benefits the most from the war on drugs? Why do we continue the War on Drugs?

8 **Read:** CDC 2013 US Health Care Disparities Report *See Blackboard*

**Analyze** the following website:  
<https://www.cdc.gov/chronicdisease/healthequity/index.htm>

**Answer:** Health equity can be defined in several ways. The U.S. Department of Health and Human Services defines health equity as attainment of the highest level of health for all people. Achieving health equity requires valuing everyone equally with focused and ongoing societal efforts to address avoidable inequalities, historical and contemporary injustices, and the elimination of health and healthcare disparities. How can we achieve health equity?

9 **Read:** Center for Disability Rights – Ableism:  
<http://cdrnys.org/blog/uncategorized/ableism/>

What I Want You to Understand About the Super Crip Stereotype:  
<https://themighty.com/2015/12/challenging-the-supercrip-stereotype-of-people-with-disabilities/>

I'm Not a Super Crip and That's OK: <https://themighty.com/2017/12/addressing-the-supercrip-stereotype/>

**Answer:** How can we highlight issues surrounding disability without continuing to perpetuate the super crip stereotype?

10 **Read:** Combating Prejudice Article  
[https://greatergood.berkeley.edu/article/item/top\\_10\\_strategies\\_for\\_reducing\\_prejudice](https://greatergood.berkeley.edu/article/item/top_10_strategies_for_reducing_prejudice)

**Answer:** Do you believe we can effectively combat prejudice? What can we do in our individual lives to make sure others are treated with respect and dignity, and not based on stereotypes and prejudice?

### EXTRA CREDIT OPTIONS

- Find a recent news article that relates to prejudice or social inequity. (1 PT TOWARDS YOUR OVERALL GRADE)

First, provide a link to the news article. Second, write a short 2 page (12pt / double-spaced) critical analysis addressing how the article is written, assessing the word choice and way the article is written. You must consider each of the following components: 1) Point: What are the main points of the article? 2) Evidence: What evidence does the author use to support the main point? Think about evidence as supporting arguments. This does not have to be data, but is what the author offers to convince the reader of the validity of the main point. 3) Reliability: Is the evidence consistent with the main points, or is there another way to interpret it? 4) Persuasiveness: Is the argument persuasive? Why or why not? 5) World View: What general assumptions does the author make? What world view does the author have? 6) Provide a brief reflection on the article (do you agree or disagree with it, relate it to your experiences, etc.) but the significant portion of your paper should focus on the critical analysis of the article.

- Review the film American History X with a short 2 page (12pt / double-spaced) paper. (1PT TOWARDS YOUR OVERALL GRADE)

Write about what moments from the film stood out for you? Why? Were there any surprises? Anything that challenged what you know or thought you knew? What messages, emotions or ideas will you take away from this film? Why? What questions do you still have?

- Identity Exercise (1 PT TOWARD YOUR OVERALL GRADE)

You will write a brief, 2-3 page (double-spaced) essay discussing your self-identity and experiences with prejudice, as both the bearer and recipient of prejudiced beliefs or discriminatory actions.

- Complete a review paper on a type of prejudice. (2 PT TOWARDSS YOUR OVERALL GRADE)

The paper will be written in the format of the American Psychological Association (APA) and be 4 pages in length (excluding title, abstract, introduction, discussion and reference pages).

You should address the following questions:

1. What is the history?
2. Why is it a problem to society?
3. What problems or issues surround/are connected to it?
5. What are the psychological and physiological effects of it?
6. What is being done to combat the adverse effects associated with it? Are any laws/regulations passed to reduce it? Is there public support for its reduction?
7. What can we do in our individual lives to make sure others are treated with respect and dignity, and not based on stereotypes and prejudice?
8. What can we do as a class or as a school to make sure our community (city, state, nation & world) is welcoming of people from different backgrounds (different races, ethnicities, religions, disabilities, gender and sexual orientation)?

**Note: Extra credit is due by Wednesday, May 13<sup>th</sup>**

### COURSE SCHEDULE

Week	Topic	Reading
1	M 01/27 Review Syllabus W 01/29 Diversity in the US / Prejudice	2018 US Census: <a href="https://www.census.gov/quickfacts/fa/ct/table/US/PST045218">https://www.census.gov/quickfacts/fa/ct/table/US/PST045218</a> CDC 2015-16 National Health Statistics Report: <a href="https://www.cdc.gov/nchs/data/nhsr/nhsr122-508.pdf">https://www.cdc.gov/nchs/data/nhsr/nhsr122-508.pdf</a> Handbook of Prejudice, Stereotype and Discrimination by Nelson See <i>Blackboard</i>
2	M 02/03 <b>Reaction Paper 1 Due</b> Affect W 02/05 Stereotypes	Fiske Stereotype Content Model See <i>Blackboard</i>
3	M 02/10 <b>Reaction Paper 2 Due</b> Stereotypes continued	Responding to Overt Prejudice Exercise

Week	Topic	Reading
	W 02/12 <b>College Closed</b>	
4	M 02/17 <b>College Closed</b> W 02/19 Stereotype Threat	Interventions to Reduce Stereotype Threat handout <i>See Blackboard</i>
5	M 02/24 <b>Reaction Paper 3 Due</b> Discrimination W 02/26 Discrimination continued	FBI 2018 Hate Crime Statistics Handout <i>See Blackboard</i>
6	M 03/02 <b>Reaction Paper 4 Due</b> Evolutionary Processes W 03/04 Developmental / Cognitive Processes	Prejudice, Stereotyping, and Discrimination: Theoretical and Empirical Overview Article <i>See Blackboard</i>  Development of Ethnic, Racial and National Prejudice in Childhood and Adolescence Article <i>See Blackboard</i>
7	M 03/09 <b>Reaction Paper 5 Due</b> Individual Differences W 03/11 Social Identity	
8	M 03/16 Intergroup Competition W 03/18 <b>Stereotypes In Advertising Due</b> Review for Midterm	Muzafer Sherif et al., Intergroup Conflict and Cooperation: The Robbers Cave Experiment, 1961.  Muzafer Sherif, "Superordinate Goals in the Reduction of Intergroup Conflict," <i>American Journal of Sociology</i> 63:4 (January 1958), 349-356.
9	M 03/23 <b>Midterm</b> W 03/25 Sexism	The Simple Truth about the Gender Pay Gap Handout <i>See Blackboard</i>  Website: <a href="https://www.aauw.org/research/the-simple-truth-about-the-gender-pay-gap/">https://www.aauw.org/research/the-simple-truth-about-the-gender-pay-gap/</a>
10	M 03/30 <b>Reaction Paper 6 Due</b> Sexism W 04/01 <i>Film: American History X</i>	
11	M 04/06 <b>Reaction Paper 7 Due</b> <i>Finish film &amp; Discussion</i> Tu 04/07 <b>NO CLASS</b> W 04/08 Racism	The Drug War, Mass Incarceration and Race handout <i>See Blackboard</i>  Know Your Rights website: <a href="https://www.aclu.org/know-your-rights/stopped-by-police/">https://www.aclu.org/know-your-rights/stopped-by-police/</a>  Race & Education Rates Website: <a href="https://nces.ed.gov/fastfacts/display.asp?id=72">https://nces.ed.gov/fastfacts/display.asp?id=72</a>
12	M 04/13 <b>College Closed: Spring Break</b>	

Week	Topic	Reading
	W 04/15 <b>College Closed: Spring Break</b>	
13	M 04/20 <b>Reaction Paper 8 Due</b> Racism continued / Public Policy W 04/22 Health Care Disparities	Contextualizing Racial Disparities in American Welfare Reform article <i>See Blackboard</i> CDC 2013 US Health Care Disparities Report <i>See Blackboard</i>
14	M 04/27 <b>Reaction Paper 9 Due</b> Anti - Immigration Bias / Ethnocentrism W 04/29 Ableism	History of Immigration to US: <a href="https://www.history.com/topics/immigration/immigration-united-states-timeline">https://www.history.com/topics/immigration/immigration-united-states-timeline</a>
15	M 05/04 <b>Reaction Paper 10 Due</b> <i>Documentary: Food Inc.</i> W 05/06 Weightism	Bucchianeri, Michaela M. et al. , Weightism, Racism, Classism, and Sexism: Shared Forms of Harassment in Adolescents, 2013 <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3691304/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3691304/</a>
16	M 05/11 Combating Prejudice / Review for Final W 05/13 <b>Final Exam</b>	Intergroup Contact: Still Our Best Hope for Improving Intergroup Relations article <i>See Blackboard</i>

## ADDITIONAL INFORMATION AND RESOURCES

### STUDENTS WITH DISABILITIES

Any student with a disability may be accommodated. Please speak to me in private about specific needs. It is also recommended that you contact Disability Services at City College; they can provide a number of helpful recommendations and remediation services. In order to accommodate a student with any disability, that student must be on record with Disability Services.

### ACADEMIC POLICIES

Students are expected to behave in an ethical manner and to abide by City College and Psychology Department policies. Disruptions, inappropriate classroom behavior, or disrespectful comments by students will be responded to according to Departmental and University policies. The use of cell phones, including iPhones and PDAs, MP3 players, and other electronic devices are **NOT ALLOWED IN CLASS**. If you are caught using any of these electronic devices during an exam or quiz, you will receive an automatic zero for that test.

### DISHONESTY POLICY

Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing "ghost-written" papers, and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source[s]). All papers will be checked through Safe Assign. The faculty member, in whose course or under whose tutelage an act of academic dishonesty occurs, has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Penalties for academic dishonesty may include expulsion from the university.