

THE UNIVERSITY OF CALGARY
FACULTY OF ARTS
DEPARTMENT OF SOCIOLOGY
Summer 2018
SOCI 401.52 - Advanced Topics in Sociology (Prejudice)

INSTRUCTOR: Alla Konnikov
OFFICE: Social Sciences 943
OFFICE HOURS: Tuesday and Thursday after class
E-MAIL: akonniko@ucalgary.ca
CLASS: Tuesday and Thursday 9:00 - 11:45 in SB146

COURSE DESCRIPTION

Discrimination is one of the most universal and persistent social problems. Individuals are discriminated against in many social settings, such as educational institutions, workplaces and/or while attaining a variety of services. Individuals are discriminated against based on a variety of social markers such as ethnicity, race, religion, immigration status, gender, age, etc. This course aims to unpack one of the main factors underlying discriminatory practices, namely, prejudice. By drawing on the perspectives from Social Psychology, Symbolic Interactionism and Intersectionality, we will examine (1) the mechanism of preconceived judgment (prejudice); (2) the way it is produced and reproduced in social interactions; and (3) the way it is manifested in inter-group relations and behaviors. We will examine the most influential empirical evidence in different fields of research exploring prejudice and inter-group relations, as well as methodological insights to conducting research on prejudice.

The course is organized around three major theoretical perspectives:

- (1) Social Psychology's main theoretical concepts, namely the prejudice, stereotype, social distance, threat, social contact and intergroup relations.
- (2) Symbolic Interactionism and
- (3) Intersectionality perspectives.

By the end of the course students should be able to:

- (1) sustain an in-depth and integrative understanding of the way Social Psychology, Symbolic Interactionism and Intersectionality frame the phenomena of prejudice.
- (2) identify and analyze the mechanisms that sustain the inter-group relations;
- (3) identify and analyze the way prejudice is produced and reproduced through social interactions
- (4) apply the concepts of prejudice and inter-group relations to analyzing the social world around them;

Class discussions are important. Your active and thoughtful participation is critical to shaping the quality of your own learning experiences as well as those of others in the seminar. Therefore you are expected to attend every class and to be an active participant in both guiding and engaging in the discussion. High sensitivity of the topic may lead to emotionally charged discussions and debates. Please make sure you express your opinion in a respectful way.

COURSE REQUIREMENTS

All assignments will be based on lectures and assigned readings. Students are responsible for familiarising themselves with the assigned reading materials, which may or may not be discussed in class. Additionally, students are responsible for acquainting themselves with the information covered in class that is not reviewed in the readings.

The final grade for the course consists of the following components:

Assessment	Date	Method of Submission	Weight
Reflective memos	By <u>noon</u> , a day before the reading is discussed in class	Uploaded to D2L	20% (5 x 4% each)
In-class presentation / Critical article review	Week 6 & Week 7	Presented in class	10%
Take-home examination 1	Exam given: Jul 19 Exam returned: Jul 24	Hard copy submitted in class	35%
Take-home examination 2	Exam given: Aug 14 Exam returned: Aug 21	Uploaded to D2L	35%

1. Reflective Memos (15% + 5%)

During Weeks 2 to 6, students will write 5 reflective memos based on the assigned readings and upload them onto D2L by Sunday noon before the week the assigned readings are to be discussed in class. The memos will be 1-2 pages long and include:

- (1) a brief and synthesized summary of the key ideas and concepts presented in 2 selected articles of the week.
- (2) a critical and a thoughtful reflection on the articles;
- (3) one or two sociological questions that the readings have raised.

2. In-class article review presentation (10%)

The presentation will be 10-15 minutes long and will summarize the chosen article, provide a critical reflection on it and offer a few questions for class discussion. The sign-up sheet with the presentation dates will be circulated at the beginning of the course.

3. Take-home examinations 1 (35%) & 2 (35%)

The take-home examination will be written in an essay format based on the questions provided on the dates presented above. The instructions will be given in class on the day the exam is distributed.

LETTER GRADE ASSIGNMENT			
95 - 100 =	A+ (Outstanding)	67 - 71 =	C+
90 - 94 =	A (Excellent)	63 - 66 =	C
85 - 89 =	A- (Very Good)	59 - 62 =	C-
80 - 84 =	B + (Good)	54 - 58 =	D+
76 - 79 =	B (Satisfactory)	50 - 53 =	D
72 - 75 =	B-	00 - 49 =	F

COURSE READINGS

Week 1: Jul 3 & Jul 5

What is Prejudice? The conceptualization and operationalization of the term.

Allport, G.W. (1954). *The Nature of Prejudice*. Chapters 1 & 2. Cambridge: Addison-Wesley.

Duckitt, J. (2010). Historical overview. In J. F. Dovidio, M. Hewstone, P. S. Glick, V. M. Esses, & J. F. Dovidio (Eds.), *SAGE Handbook of Prejudice, Stereotyping and Discrimination* (pp. 29–44). Thousand Oaks: Sage Publ.; SAGE

Nelson, T.D. (2016). (Ed.). *Handbook of Prejudice, Stereotyping and Discrimination. 2nd edition*. Chapter 2. New York: Psychology Press.

Week 2: Jul 10 & Jul 12

Who we are and who they are? Inter-Group Relations and Group Conflict.

Sherif, M. (1958). Superordinate goals in the reduction of intergroup conflict. *American Journal of Sociology*.

<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/2774135>

Tajfel, H. (1970). Experiments in intergroup discrimination. *Scientific American*, 96-102.

Tajfel, H and J. Turner.(1986). “The Social Identity Theory of Intergroup Behavior”. In S. Worchel and W. Austin (eds.) *Psychology of Intergroup Relations*. Chicago: Nelson-Hall Publishers. 7-24.

Brewer, Marilynn. (1999). The Psychology of Prejudice: In-group Love or Out-group Hate? *Journal of Social Issues*, 55 (3): 429-444.

<http://onlinelibrary.wiley.com.ezproxy.lib.ucalgary.ca/doi/10.1111/0022-4537.00126/full>

Week 3: Jul 17

The Perception of Threat

Stephan, W. G., Stephan, C. W., & Gudykunst, W. B. (1999). Anxiety in intercultural relations: A comparison of anxiety/uncertainty management theory and integrated threat theory. *International Journal of Intercultural Relations*, 23, 613– 628.

<http://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science/article/pii/S0147176799000127>

Riek, B. M., Mania, E. W., & Gaertner, S. L. (2006). Intergroup threat and out-group attitudes: A meta-analytic review. *Personality and Social Psychology Review*, 10, 336–353.

http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1207/s15327957pspr1004_4

Week 3: Jul 19

Intergroup Contact Theory

Pettigrew, T. F. (1998). Intergroup contact theory. *Annual Review of Psychology*, 49, 65– 85.

<http://www.annualreviews.org.ezproxy.lib.ucalgary.ca/doi/abs/10.1146/annurev.psych.49.1.65>

Pettigrew, T. F., & Tropp, L. R. (2008). How does intergroup contact reduce prejudice? Meta-analytic tests of three mediators. *European Journal of Social Psychology*, 38, 922–934.

<http://onlinelibrary.wiley.com.ezproxy.lib.ucalgary.ca/doi/10.1002/ejsp.504/epdf>

1st Take-home examination is distributed

Week 4: Jul 24 & Jul 26

Symbolic Interactionism: Understanding Interaction in a Social setting

Goffman, E. (1959) *The presentation of self in everyday life*. Introduction, Garden City, NY: Doubleday.

Goffman, E. (1963). *Stigma: Notes on the management of spoiled identity*. Chapter 1. Englewood Cliffs, NJ: Prentice-Hall.

Rosenhan, D. L. (1973). On being sane in insane places. *Science*, 179, 250-258.

<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/1735662>

Optional reading:

Goffman, Erving. (1961). *Asylums: Essays on the Social Situation of Mental Patients and Other Inmates*, pp 3-74; New York: Doubleday.

Week 5: Jul 31 & Aug 2

Intersectionality

Collins, P. H. (1990). *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment*. Chapter 1. Routledge.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=17141927&site=ehost-live>

Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review*, 43 (6), 1241-1299.

<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/1229039>

Week 6: Aug 9

Empirical evidence: Students' presentations

Fein, S., & Spencer, S.J. (1997). Prejudice as self-image maintenance: Affirming the self through derogating others. *Journal of Personality and Social Psychology*, 73, 31–44.

<http://ovidsp.ovid.com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00005205-199707000-00003&D=ovft&PDF=y>

Goodman, S & Rowe, L. (2014). ‘Maybe it is prejudice...but it is NOT racism: Negotiating racism in discussion forums about Gypsies’. *Discourse & Society*, 25, 32-46.

<http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0957926513508856>

Miller, C.T, Rothblum, E.D, Felicio, D, Brand, P. (1995). Compensating for stigma: obese and non-obese women’s reactions to being visible. Personal. *Social Psychology Bulletin*, 21, 1093–1106.

<http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/01461672952110010>

Palmore, Erdman B. (2004). “Research Note: Ageism in Canada and the United States.” *Journal of Cross Cultural Gerontology*, 19(1), 6-41.

<https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1023/B%3AJCCG.0000015098.62691.ab>

Eagly, A. H., & Karau, S. J. (2002). Role congruity theory of prejudice toward female leaders. *Psychological Review*, 109, 573- 598.

<http://ovidsp.ovid.com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00006832-200207000-00007&D=ovft&PDF=y>

Shelton, J. N., Richeson, J. A., & Salvatore, J. (2005). Expecting to be the target of prejudice: Implications for interethnic interactions. *Personality and Social Psychology Bulletin*, 31, 1189 –1202.

<http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0146167205274894>

Stephan, W. G., Boniecki, K. A., Ybarra, O., Bettencourt, A., Ervin, K. S., Jackson, L. A., et al. (2002). The role of threats in the racial attitudes of Blacks and Whites. *Personality and Social Psychology Bulletin*, 28, 1242–1254.

<http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/01461672022812009>

Holmes, M. D., & Smith, B. W. (2012). Intergroup dynamics of extra-legal police aggression: An integrated theory of race and place. *Aggression and Violent Behaviour*, 17(4), 344–353.

<http://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science/article/pii/S1359178912000286>

Gonzalez, K., Verkuyten, M., Weesie, J. &Poppe, E. (2008). Prejudice towards Muslims in The Netherlands: Testing integrated threat theory, *British Journal of Social Psychology*, 47, 667–685.

<http://onlinelibrary.wiley.com.ezproxy.lib.ucalgary.ca/doi/10.1348/014466608X284443/full>

Hintjens, Helen (2001). When identity becomes a knife: Reflecting on the genocide in Rwanda. *Ethnicities*, 1(1) 25-55.

<http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/146879680100100109>

Week 7: Aug 14

Changing the prejudice: Is it enough to become a "better" person? Students' presentations

Duckitt, J. (2005). Personality and Prejudice. In J. F. Dovidio, P. S. Glick, & L. A. Rudman (Eds.), *On the Nature of Prejudice. Fifty Years after Allport* (pp. 395–412). Malden, MA: Blackwell Pub.

Czopp, A. M., Monteith, M. J., & Mark, A. Y. (2006). Standing up for a change: Reducing bias through interpersonal confrontation. *Journal of Personality and Social Psychology*, 90(5), 784–803.

<http://ovidsp.ovid.com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00005205-200605000-00005&D=ovft&PDF=y>

Paluck, E. L., & Green, D. P. (2009). Prejudice Reduction: What Works? A Review and Assessment of Research and Practice. *Annual Review of Psychology*, 60(1), 339–367.

<http://www.annualreviews.org.ezproxy.lib.ucalgary.ca/doi/abs/10.1146/annurev.psych.60.110707.163607>

Plant, E. A., & Devine, P. G. (1998). Internal and external motivation to respond without prejudice. *Journal of Personality & Social Psychology*, 75, 811–832.

<http://ovidsp.ovid.com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00005205-199809000-00017&D=ovft&PDF=y>

Shapiro, J.R, Williams, A.M, Hambarchyan, M. (2012). Are all interventions created equal? A multi-threat approach to tailoring stereotype threat interventions. *Journal of Personality and Social Psychology*, 104, 277-288.

<http://ovidsp.ovid.com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00005205-201302000-00007&D=ovft&PDF=y>

2nd Take-home examination is distributed

OTHER ADMINISTRATIVE INFORMATION

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. Academic Misconduct: Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:
<http://www.ucalgary.ca/pubs/calendar/current/k-5.html>
3. Protection of Privacy: The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. “If students are unable to pick up their assignments from the instructor, they provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.”

4. Ethical Research: Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Faculty Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

5. Deferrals: If possible, please provide advance notice to the instructor if you are unable to write an exam or complete/turn-in assignments on time. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the health issue rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements and misreading of the syllabus are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student. If you have missed a test for a legitimate reason, the instructor can require you to write a “make up” test as close in time to the original test as possible or can choose to transfer the percentage weight to another course component. If the instructor schedules a “make up” test for you, its date and location will be at the convenience of the Department of Sociology.

Deferred Final Exam Form: Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar’s Office. Further information about deadlines, and where paperwork should be taken, is available on the form, which can be found at: <https://www.ucalgary.ca/registrar/student-forms>

Deferred Term Work Form: Deferral of term work past the end of a term also requires a form to be filled out. It’s available at

https://www.ucalgary.ca/registrar/files/registrar/deferred_termwork15_0.pdf

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

6. Student Representation: The 2017-18 Students’ Union VP Academic is Tina Miller (suvpaca@ucalgary.ca). For more information, and to contact other elected officials with the Student’s Union, please visit this link: <https://www.su.ucalgary.ca/about/who-we-are/elected-officials/>

You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/ombuds/contact>

7. Academic Accommodation: The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy. Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

8. Handing in papers, return of final papers, and release of final grades:

- All assignments for this course will be submitted to the instructor via D2L system or handed in as a hard copy during class. Papers will not be accepted in the main Sociology Department office.
- All feedback regarding assignments for this course will be provided by the instructor via email, D2L system or attached to the hard copy.
- Final grades are not posted by the Sociology Department. They are available only online.

9. Email communication: Feel free to contact me over email at any time. Please put your course number and section in your email's subject line, and include a proper salutation, your full name, student ID, and a proper closing in the body of your email. All emails violating customary email conventions will be ignored. All other emails will be answered within one business day. I do not answer emails over the weekend. Please take that into account when emailing me questions pertaining assignments or exams. If you have a course-related question, please check the course outline first. Questions that can be answered by consulting the course outline will not be answered. Also, please e-mail me for administrative purposes only, for example to set up an appointment. Please do not use e-mail as a replacement for an office visit, if there is something you want to discuss. Questions about the course content and readings, concerns about grades, or any other personal issues should be dealt with in person during my office hours.