

PSY 310.001 Psychology/Sociology of Diverse Populations
COURSE SYLLABUS: Spring 2014

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COURSE INFORMATION

Course Description: The course is not going to be a typical cross-cultural psychology course in which we are going to compare and contrast, looking for universals and differences, in psychological functioning among various cultures. Instead, we will concentrate major theories in psychology and how they relate to diversity.

A main theme—diversity in psychological functioning—considers whether results from typical psychological studies are observed in more varied settings. Most studies in psychology are based on a limited range of world’s people: predominantly young, middle-class, European-American, college students. But what will happen if the same studies are conducted with more diverse populations, such as people outside the USA, older adults, or people residing in rural areas in Texas?

The landscape covered will include topics: social psychological theory applicable to ethnic/racial relations, diversity in the workplace and educational settings, stereotypes, prejudice, and discrimination.

We will be meeting face to face for lectures each week. However, I will frequently utilized eCollege for supplemental discussion threads, posting course materials, posting lectures, assignment submissions, and administering exams. Further details will be provided in class.

***If this is your first time using Ecollege, I encourage you to complete the student tutorials which are available online.*

COURSE REQUIREMENTS

Grading:

1. Reaction Papers: Over the course of the semester all students are required to post online (in the discussion section for that week) **THIRTEEN** ½ page (single spaced) reaction papers. The papers are due Sunday by midnight for that week (see below for topics we are discussing). For example, if we discuss social identity theory the week of January 27th to February 2nd, you need to post your reaction by Sunday (February 2nd) at midnight. The purpose of the reaction paper is to apply the concepts in a given lecture/article to your own life (e.g., past experience, expectations, ideas of how the concepts can be applied in other areas of life, research ideas).

There is no specific requirement for these papers except to show that you have thought about the concepts presented in lecture and article. You can write the paper about just the lecture, just the article, or both. **Within each paper please write one multiple choice question on that topic.** I highly recommend that you work ahead (e.g., post reactions a couple days in advance of when they are due) to avoid a last minute rush to post your reaction. Late reaction papers will be accepted, however points will be docked. Each paper is worth 10 points.

2. Exams: There will be two online exams. Each exam will consist of 50 multiple choice questions, and are worth 50 points each. You will have 3 hours to complete each exam. Please allow yourself at least a full hour on the computer for each exam (you cannot start and stop the exam time).

Exam 1 is due by Sunday March 23rd by 11:59PM

Exam 2 is due by Friday May 2nd by 11:59PM

Assessment:

Reaction papers: 130 points

Exams: 100 points

A = 207-230

B = 184-206

C = 161-183

D = 138-160

F = 137 and below

EXTRA CREDIT

There is a small amount of extra credit available for this course. 10 points are available for posting comments, thoughts, and reactions to other students' work online. These points are determined at the discretion of the instructor. In addition, I will offer another 10 points of extra credit for participation in online research studies. I will offer 2 points for each 0.5 credits of research (max 10 raw points or 2.5 experiment credits). You will be able to find more details about this in the doc sharing folder under SONA. If you would like an alternative assignment for extra credit instead of participating in research contact me. Additionally, the first time you log into SONA (the web system the psychology department uses to schedule participation) you will be asked to complete a prescreen survey. Completion of the prescreen is worth 0.5 experiment credits if done in the first two weeks of the semester.

COMMUNICATION AND SUPPORT

Interaction with Instructor:

Please feel welcome to come by my office hours or contact me by email. All email should receive a response within 48 hours. If you have not received a response then assume your email did not go through and please try again to make contact. All email should include student's last name, first name, course name, and brief description of the reason for contact.

Changes to Class:

Minor changes may be made to this schedule; modifications will be announced on eCollege.

FREQUENTLY ASKED QUESTIONS

Q: What is the best way to study for the test?

A: Print out and read over the articles. Also, look over the lecture slides one more time (they are in the doc sharing section of eCollege). The questions on the test will be based on the questions students post in the reaction papers. Thus, it is a good idea to study those questions.

Q: I forgot to post my reaction paper can I still post it?

A: Yes, I will take late papers. However, I will take a couple points off for being late. The one exception to this is that all work in the class must be completed by 11:59PM of the Friday before finals week. I will not accept any late work after that time.

Q: Why were points taken off my reaction paper?

A: In eCollege there is a way to see any comments I may give. If points are taken off the paper I will put a comment. The two most common reasons for deducting points are (1) the paper is too short (i.e., less than ½ page single-spaced) and (2) the response is missing the multiple-choice question.

Q: Do I need to understand the statistics in the articles?

A: No, the purpose of the articles is to expose you to actual research and theory. I do not expect you to understand everything in the article (however, you may have to google some of the terms to gain a fuller understanding of the article).

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Student Behavior:

My expectations in this area should be very simple to fulfill. (1) Immaturity will NOT be tolerated! If a student's behavior is disrupting the class, he/she will be asked to stop. (2) Respect: Given the nature of this course, we may discuss issues that some of you may find embarrassing, uncomfortable, and/or even "inappropriate." To remain in this class, you must be respectful of others and maintain a mature and professional manner at all times. Failure to do so will result in your expulsion from the course. (3) The Student's Guidebook addresses the issues of academic cheating and plagiarism. These are a breach of conduct, and students are subject to disciplinary actions. It's simple. Do NOT cheat (to cheat is to act dishonestly or unfairly in order to gain an advantage) or plagiarize (to plagiarize is to take the work or idea of someone else and pass it off as one's own)!

Recording:

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that

individual is enrolled in the course. PLEASE DO NOT DISTRIBUTE THE VIDEO LECTURES. THESE ARE JUST FOR YOU FOR THE PURPOSE OF THIS CLASS.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
 Texas A&M University-Commerce
 Gee Library-Room 132
 Phone (903) 886-5150 or (903) 886-5835
 Fax (903) 468-8148
 StudentDisabilityServices@tamuc.edu

Tentative Course Schedule

Week	Date	Lecture Topic	Readings	Assignments
1	Jan 13-17	Introduction /Syllabus	None	None
2	Jan 20-24	Robbers Cave Study	None	Paper 1
3	Jan 27-31	Identity	Tajfel & Turner (1979)	Paper 2
4	Feb 3-7	Culture	Adams & Markus (2004)	Paper 3
5	Feb 10-14	Merchants of Cool	None; video lesson	Paper 4
6	Feb 17-21	Stereotypes	Jussim & Harber (2005)	Paper 5
7	Feb 24-28	Prejudice	Leyens, et al. (2000)	Paper 6
8	Mar 3-7	Discrimination	Hebl et al. (2007)	Paper 7
9	Mar 10-14	SPRING BREAK: Have FUN!!!!!!!!!!!!!!!!!!!!!!		
10	Mar 17-21	Reducing Prejudice	Park & Judd (2005)	EXAM 1:2-10
11	Mar 24-28	Ageism	Kite et al. (2005)	Paper 8
12	Mar 31- Apr 4	Gender	Swim & Hyers (1999)	Paper 9
13	Apr 7-11	Sexual Orientation	Herek (2000)	Paper 10
14	Apr 14-18	Diversity at School	Steel (1997)	Paper 11
15	Apr 21-25	Diversity at Work	Adams et al (2008)	Paper 12
16	Apr 28- May21	Review	None	Paper 13
17	May. 6-10	FINALS WEEK	None	EXAM2: 11-15