Toward The Reduction of Intergroup Conflict (Psyc 406)  

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Office Hours:  
M 5:00-6:00 pm  
and by appointment even with short notice

Course Goals:

In this seminar we will try to understand the causes of prejudice, stereotyping and discrimination in an effort to learn how to improve relations between people in different groups. For the semester, the major goal is to learn as much as possible about how to reduce intergroup conflict and prejudice – and to promote harmonious, productive, respectful relations between members of different groups. Consider that some of the building blocks to help us reach this goal are the articles that we will read and discuss each week. Thus, throughout the course, the goals involve you should achieve include:

A) Knowledge of theory and research about intergroup behavior, particularly with regard to how to reduce stereotyping, prejudice and discrimination.

B) In terms of the research we review, the goal is to understand the advantages and disadvantages of different research designs, how the reported data analysis addresses the hypotheses and whether the researcher drew proper interpretations of the empirical findings.

C) Also, this course should increase your ability to evaluate the adequacy of claims about human behavior based on the results of empirical inquiry for a variety of issues including and beyond prejudice and discrimination.

D) The structure of the course relies heavily on student participation during class discussions and the preparation of a term paper and these activities should contribute to the further development of your communication skills.

Course Text: NO TEXT – but there are readings.

Readings are available either on line via the library or on our course website:
http://data.psych.udel.edu/psyc406/default.aspx
[userID] = Psych\psy406
[password] = 406psy

Once at the website move your cursor over to the left of the page – looking for Documents, and then just below: Shared Documents, you will see either a folder with the date of when that reading is due or just the name of the authors of the readings for the next session. You can then click on that reading, and print it out (or if you want to strain your eyes – read it on line).

Alternatively, articles may be found on the UD Library page. If the reading is in a professional journal, you can obtain it by going to the UD Library Home Page and find
Electronic Journals. A critical feature of these instructions is -- if you are OFF CAMPUS ....then in STEP 3 you need to Click on Connecting From Off Campus Users....and then proceed.
If you are looking for a reading by Son Hing et al. (2002). Inducing Hypocrisy etc, in the Journal of Experimental Social Psychology, Volume 1, 71-78

1. Go to the UD home page.
2. Select Libraries
3. If you are off campus: click on Connecting From Off Campus Users (In Gold Section)
4. Scroll to bottom of the page…. Click Return to Proxy Sign-In then enter ID and Password
5. Enter your UD user name and password
6. Click on Electronic Journals
7. Click: In the alphabetical listing, click “J” for Journal of Experimental Social Psychology.
8. Scroll down and click on Journal of Experimental Social Psychology
9. Select Vol. 38

Course grades will be determined on the basis of the quality of your work for the following components of the seminar:

A) 33.3% Participation in class discussions (when it helps your final score).

B) 33.3% Examinations (n = 2) + one quiz question usually for each reading assigned will contribute to your examination score. There are 25 questions on each of two exams. The percent correct of these exam questions plus the quiz questions will constitute your examination score.

C 33.3% Term Paper. The purpose of the paper is to develop a series of interventions (based on the readings for the course) that are designed to reduce prejudice and stereotyping and to increase intergroup harmony. The intergroup setting for your intervention can be any setting of your choosing.

Please access your UD e-mail account frequently or be certain that all e-mail sent to your UD address is forwarded to some other account that you do access frequently.

A) PARTICIPATION (33.3% of course grade). I regard speaking in an informed way about an issue to be as important as writing about it. When writing, it is possible to “turn yourself on automatic” paraphrasing other people’s ideas – without really understanding them. However, when you have to speak about these ideas to other people, a speaker has to understand what he or she is saying and there is always the opportunity for the listener to ask you to clarify what you have said – or to ask a question in response to your
comments. Writing, doesn’t often allow for this immediate exchange – although it does often allow for more elegant expression of ideas.

So in this class communicating orally will be important – so be sure that you process the information deeply – rather than superficially. Scores for participation will be between 50 and 100%. If your participation grade does not improve your overall grade when considering your Exam Scores (+ quizzes) and Term Paper, the participation score will be dropped and your final grade will be based upon the Exam Scores (+ Quizzes) and Term Papers alone (which would comprise 50% and 50% of your grade, respectively.

*****However, this does not mean that students can simply opt out of participating completely – e.g., by refusing to answer questions asked of them – or by frequently claiming that they have no idea about the answer or giving evidence of a failure to prepare. In the event a person in my judgment is opting out of preparing and participating, participation will fully count (33.3% of the final grade) for this person. So good faith is understood – as well as academic integrity.

In each class session we will usually discuss two readings (except for the first and second sessions. These selections are original journal articles and chapters rather chapters from a textbook. While a few of these readings may be more challenging to read than a textbook, I am confident that with reading them twice before the session in which they will be discussefd that you will be able handle them just fine. I do not mean that they are as much fun as a Lee Child novel, but if you are aiming to develop ways to reduce stereotyping, prejudice and discrimination or to attend graduate school, they will be valuable sources of information. Frankly, these are some of my favorite readings that will shed new light, I believe on your ideas about prejudice. If you discover, you are having problems with any of these readings (after reading it twice), please let me know with an e-mail or telephone call and I will try to help you.

To be prepared for our class discussion of each paper you should come with your notes (outline form is fine) for each paper that is assigned for the session. This is what we will talk about (and what you will be examined on during our exams and quizzes). This format applies to almost every reading except the first one ALLPORT’s THE NATURE OF PREJUDICE.

1. What is the major Hypothesis(es) – or the major argument(s) of the paper.
2. Method (if it is an experiment - describe the experimental conditions (i.e., Independent variables: i.e., what was manipulated) and how they were operationalized in the experiment -- as well as the Dependent Variables, i.e., what was measured).
3. Results: What specific findings were obtained on each measure that support or fail to support the hypothesis? It is easier to understand the results – if you graph the findings from information in the text or tables.
4. Implications. What are the implications of the paper for reducing prejudice – i.e., how could the ideas actually be used or implemented?
5. Personal Reactions to the paper. For example, do you believe the paper offers a fruitful, realistic clue about how to reduce prejudice and discrimination – and why you.
feel that way. How would you improve the study? What other ideas comes to mind because of the paper? What comes to mind as to the next study that could be done to further explore the concept? What ideas do you disagree with in the paper (or an idea that I or a fellow student expressed) and explain why do you feel that way. Also, if you believe that you have an in-class demonstration that could illustrate the major ideas contained in the readings, please contact me by e-mail or phone prior to our class session.

**Plan to come to class ready to talk these issues.**
Of course you should have notes about these issues – but these are intended to serve as cues rather than a script about what you will say. Please do not read directly from your notes 100% of the time. Have the ideas in your head also – and that often requires a deeper level of processing the material.

Also, I will usually distribute questions or e-mail questions to you early in the week before the next class to help guide your reading and shape our discussion in addition to the items above.

**Preparation for our sessions:** It would be wise to you read each of the assigned papers in their entirety twice to be familiar enough with the paper to talk about it (take notes the 2nd time – since you already know what is important in the paper. If you have a photographic memory of unlimited capacity – reading the paper once may be enough – but not for most mortals.

If you read the articles only the night before or morning of our session, it is not likely that you will come to grips with the details of the findings. It is usually the case that a second careful reading of a paper – will help clear up any earlier misunderstandings. It would likely be best, to read the paper over the weekend and then review the paper and your notes the day before or morning of our class session.

If you can talk about the article, telling us what the paper or chapter is about, why the study was done, the major hypotheses, what was varied, what was measured, i.e., the method used or what was found – and also talk about your answers to questions that have been distributed and prepared reactions to each paper, then you are likely PREPARED for the session. If you can not talk to yourself about these items… you will not likely be able to talk to anyone else about them.

**If after reading the paper twice, you feel that you do not understand what the paper is about or what was found, please contact me (gaertner@udel.edu) (302 831-2268) and I will try to help you. Alternatively, exchange contact information with other participants in the class – and talk to them.**

**Grading Participation.** At the end of the semester, I will assign a score (highest = 100) that represents my weekly (when possible) impression of your participation for the seminar including the frequency and substantiveness of your contributions throughout the semester. When possible I will do this each week immediately after class. Someone who
is absent frequently or who never volunteers to tell us about their reaction to a paper, or to answer questions that are posed, who fails to read carefully and is apparently unaware of the details of the issues when he or she is specifically asked, should not expect to receive a strong participation grade for that session. **Participation constitutes behavior that is visible and audible. If you were prepared, but did not participate – you should not expect a strong score for participation, although you will likely score well on quizzes and exams.**

If toward the end of our discussion of a reading, you want to contribute to the discussion or tell us about your reactions -- because you were not recognized earlier or you have a further point to make, please raise your hand or, if necessary just CALL OUT (if you still were not recognized) – and tell us what you are thinking about with regard to the paper or issue under discussion.

Please don't fake it....prepare. Please take a professional attitude toward your reading. Chances are you would appreciate your surgeon skimming over the procedure of an operation for the first time the evening before he or she operates on you. Chances are you might want your surgeon to know her stuff.

As Junior and Senior Psychology majors you have probably complained that some of your classes are so large that there is hardly an opportunity for discussion. Given the size of this class, there should be ample opportunity for discussion and it is your responsibility to be prepared for the discussion of both readings. It is expected that not only will you have digested each of the readings, and that you will be FAMILIAR enough with their content to discuss them without reading verbatim (Don't you just hate when people do that?!). **THEREFORE IT WILL BE HELPFUL IF YOU REVIEW YOUR NOTES ABOUT BOTH ASSIGNED READINGS BEFORE COMING TO CLASS.**

*How will we decide who speaks first?*

Our class discussion for each reading will usually begin by some one selecting a student AT RANDOM (each of your names will each be on an index card and we will pick a card at random) to start us off talking about the reading before the floor will be opened to those who wish to volunteer. With your luck, you will probably be called upon more frequently than most others. Beginning each discussion with a random draw should signal you that it may be unwise for you to be unprepared.

If you have public speaking anxiety you will be among friends, many of whom may have the same problem that you do. Everyone’s in the same boat – and we agree, that we will always treat one another respectfully. If speaking isn’t your strength – you will have the opportunity to work on it. The style of your delivery, i.e., whether you seemed poised or anxious, in not that important – relative to the content of what you say.

Furthermore, it is expected that if you do not hear (a problem I frequently have) or understand what other people say you will ask them to clarify what they are talking about. Also, if you disagree with me or any other participant - I hope that you will take the opportunity to say so – respectfully – and to explain why you disagree. Sitting in a
seminar either not hearing or understanding what someone said.... or in silent disagreement with them is not being genuine.

Attendance at each session is REQUIRED and UNEXCUSED Absences will reduce your grade substantially. Sign-in sheets for each session will help maintain a record of attendance. Each unexcused absence will reduce your Course Total Score by 10 percentage points (i.e., by about one grade level). If you persistently come to class late, you will be recorded as having unexcused absences.

ARE YOU AVOIDABLY OR UNAVOIDABLY UNPREPARED FOR A SESSION? If in the event that you are unprepared for a particular session, just let me know at the very beginning by giving me an explanatory note with your name and the date saying, “Not Prepared Today” or I’m NOT READY for the 2nd Article) - and you will be excused from participating in that session and also from taking any quiz associated that may be given that day -- without penalty (so come to class anyway and feel free to participate when you feel comfortable doing so). There will be no loss of our esteem for you....if this is a very rare occurrence. If it becomes very obvious that you are almost completely unprepared for a session but you did not let me know initially, do not expect your participation grade to be as high as you might like. There is no need to sit in class being dishonest by trying to fake it. There is an escape valve to use when necessary – without penalty – if this is indeed a relatively rare occurrence.

If it is obvious you are frequently unprepared, PARTICIPATION WILL COUNT FOR YOU – EVEN IF YOUR PARTICIPATION SCORE DOES NOT IMPROVE YOUR OVERALL TOTAL SCORE.

YOU CAN’T POSSIBLY MAKE IT TO CLASS? If in the event that some major life event justifiably precludes your attendance altogether, please call my office or preferably e-mail me BEFORE CLASS (AND I AM VERY SERIOUS ABOUT THIS) to let me know not to expect you for that session. At the next session please give me an explanation sent from your physician, drug rehabilitation counselor, arresting officer or other suitable party.

If you are ill, complete the form available from the Student Health Center – telling me that you paid them a visit. Having to study for an exam or prepare a paper for another course is understandable, but this does not qualify as an Excused Absence (see University Guide to Policies). As University Juniors and Seniors – time management problems should be behind you. The bottom line is – each seminar member is expected to be in class prepared for the discussion. If you are absent – although I usually believe what students tell me –you are NEVERTHELESS, expected to document that your absence was an EXCUSED ABSENCE – otherwise it will be counted as an UNEXCUSED absence. It is your responsibility to find some way (be creative) to document that your absence falls under the EXCUSED absence policy. No documentation = UNEXUSED Absence (no exceptions).

In the event that because of an H1N1 our other health related event the University
officially advises students NOT TO COME TO THE HEALTH CENTER FOR MINOR PROBLEMS THEN of course, it will not be necessary for you to present a note. Also, if you are ill with what you believe is an H1N1 infection and the University advises students with such conditions NOT to attend classes, please just let me know ahead of time if possible, not to expect you for that session – and why.

****IF IN THE EVENT THAT THE UNIVERSITY CLOSES – OR WE OTHERWISE I THINK IT IS BEST TO RUN OUR CLASS USING AN ALTERNATIVE FORMAT – I NOTIFY YOU BY E-MAIL – SO PLEASE CHECK YOUR E-MAIL A FEW TIMES EACH DAY IN THE EVENT OF WIDE-SPREAD H1N1. In such an instance, it is possible that we will have a telephone conference …and powerpoint presentations could be added to our course website for those sessions. Alternatively, you could e-mail me your reaction papers….as well as your answers to the distributed questions about readings. Furthermore, we may need to change the exam format to an essay examination that you could submit by e-mail. In such an instance, it is understood that it would be permissible to consult all of your readings during the examination. In any, event – we will try to remain flexible – so that such a university wide problem would not necessarily interfere with your completion of this course nor your progress toward your degree.

FOR THE RECORD -- ANY DISHONESTY REGARDING ABSENCES WILL RESULT IN THE ASSIGNMENT OF A FAILING GRADE IN THE COURSE. FURTHERMORE, OTHER FORMS OF ACADEMIC DISHONESTY SUCH AS PLAGERISM OR DISHONESTY ON AN EXAM – WILL HAVE SIMILAR CONSEQUENCES.

B). EAMINATIONS (33.3% of course grade) There will be two short answer examinations once toward the middle of the semester and another one at the end of the semester (SEE COURSE SCHEDULE). The items on the examinations will tap general and very specific, detailed information about the assigned readings – and casual familiarity with the readings will not be sufficient to score highly. Together, these two examinations will constitute 1/3 of your grade for the course. Also, quiz scores will count as part of your total exam score – and the PERCENTAGE of questions that you get correct (of those you take) counting both the exam scores and the quiz scores will constitute your Exam Score Total. So any question given during a quiz – counts the same as if it appeared on each of the Examinations. Quiz performance can affect your total score for the course most likely by at least one grade level and there will usually be a quiz for each weekly reading.

The purpose of the examinations is to ensure that each person knows the important details in a reading. Casual familiarity with the papers will not usually be sufficient to result in a high score. So prepare seriously for the examinations. The quiz questions each session will be a check for preparation for each of the readings but will also contribute to your overall exam score.

Material appearing on the first examination WILL BE examined again during the second
examination. For each examination you will have 50 minutes to complete your work (unless there is some special reason for your needing more time). Chances are, everyone will complete the 25 questions with much time to spare. Afterwards, we will discuss the answers to the examination. I expect the questions will be challenging and that only those with expert knowledge of the readings will be able to discriminate correctly among the alternative choices. Causal familiarity with the readings usually results in the illusory appearance of more than one correct answer. Armed with this information, you should understand that you are expected to be experts about each of the papers covered by each of the examinations.

Examinations are not optional. However, if you miss an examination because of an EXCUSABLE ABSENCE we will find some suitable way to examine your knowledge of the material – possibly through an oral or essay examination of the same material. If you miss an examination and it is not an EXCUSABLE ABSENCE – you simply missed the exam - and a zero will be assigned for the examination score.

C) TERM PAPER (33.3% of course grade).
The problem is prejudice and discrimination or other manifestations of intergroup conflict. You’re to develop a series of interventions designed to reduce prejudice and increase harmony among members of different groups. In developing your intervention, you are to incorporate the major concepts from the readings we will be discussing in class to serve as an underlying theoretical rationale to explain why you believe your interventions will likely be successful. If you have no idea what at intervention is – look at the Houlette et al. (2004)-- Green Circle anti-bias education paper that is available online from the *Journal of Social Issues*, 2004, volume 60, pages 35-55. This paper is one of our reading assignments. Please describe very carefully the interventions (i.e., what you plan to do) with enough detail such that someone else would be able to implement them from your description. It is particularly important that you focus on the theoretical rationale underlying your intervention that was derived from the readings. This is the time to be creative. So get ready to improve intergroup attitudes and reduce stereotyping - and always explain how concepts from our readings suggest that your plan could be effective. Also, interventions that you develop must be feasible to implement. Save the last ½ page of your paper to nominate one of the interventions you developed to be the most promising for improving intergroup relations and then explain why you believe it is the most promising. I expect to LEARN HOW YOU BENEFITTED FROM the READINGS, when I see the ideas we discussed actually used in your intervention. Thus your term paper assignment is to use the readings we have ALL focused on this semester as you design an intervention to improve intergroup relations. Maximum Length: six pages (double spaced, 1 inch margins all around, size 12 font size). No EXCEPTIONS – I will stop reading each paper after 6 pages. Please use APA style for citing references in the text and then add a 7th page listing those readings (using APA style) that you cited in the text.

Term Paper Intervention: The Intervention Paper should include:
Integration of ideas and theories presented in our READINGS Intervention Procedures (creative, effective) that you develop Good writing effectiveness.

Each time you include something effective relating to the readings or your intervention or both, you will receive a check. The more check’s the higher the score.
SCHEDULE FOR EACH SESSION

SEPT 3. ORIENTATION TO THE COURSE AND THE FILM:


Go To: Implicit Association Test: [https://implicit.harvard.edu](https://implicit.harvard.edu) Click on Demonstration – then go to Demonstration Tests – at the bottom: I wish to proceed -- scroll and click on Race IAT.


OCT 15 EXAM 1


**DISCUSS YOUR IDEAS FOR YOUR TERM PAPERS: MY OFFICE (231 Wolf Hall)**. Schedule to be announced.
MONDAY, NOV 23: TERM PAPER DUE 10:00 am (my office). If you can not physically deliver the paper at that time, be certain that you e-mail the paper before 10:00 am Monday, Nov. 23 and then deliver a hard-copy of the paper to my office or my mail box by 5:00 that afternoon.

NOV 26. THANKSGIVING BREAK

DEC. 3. EXAM 2 (Comprehensive). Exam Review and Term Papers will be returned.
NAME __________________________, __________________________
(last name) (first name: what you want us to call you)

CIRCLE ONE: SOPHOMORE  JUNIOR  SENIOR

TELEPHONE NUMBER (   )  ___  ______; WORK NUMBER___________

CELL PHONE NUMBER (   ) ____  _____

E-MAIL ADDRESS ______@_______ for your U of D account

PSYCHOLOGY COURSES THAT YOU HAVE TAKEN (EARNING C- OR BETTER)

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WHAT ARE YOUR PLANS FOR THE FUTURE AFTER YOUR LIFE AT THE U OF D

PLEASE DO NOT SAY, "I DON'T KNOW."

Indicate at least one or more realistic possibilities that you are seriously considering. _______________________________