Welcome to our intergroup relations laboratory and the 400 level course: The Psychology of Prejudice and Psych 366 Independent Research. Together we will investigate factors that reduce prejudice, discrimination and racism and also read and discuss related papers (1 per week most weeks) about these issues. To offer this experience as a course that meets Psychology Department 400 level course requirements the course must contain some key ingredients, e.g., reading, discussion, exams or quizzes and some writing.

This primarily is a research course in which we will form a research team to investigate strategies for reducing intergroup bias and conflict or to learn more about prejudice and discrimination, per se. Sometimes our research leads to some unexpected results that are interesting but don’t relate directly to bias or prejudice. If it is interesting enough, we may follow-up on these studies, even though they may not relate directly to prejudice.

In addition to a 2-hour laboratory meeting each week (Mondays from 12:30 to 2:30), you will be scheduled for up to 7 hours additional hours per week (according to the free hours in your schedule) to help perform our planned research the laboratory. Some weeks it will be less than 7 hours – but never more than 7 additional hours.

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.

Each week there will be one reading assigned that we will discuss the following week from about 2:30 to 3:30 on Mondays, (i.e., immediately following our lab meeting). The readings are available on our course website:

http://data.psych.udel.edu/psyc408
user id: Psych\psyc408
Password: 408psyc

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 reading for the next session. You
can then click on that reading, and print it out (or if you want to ruin your eye-sight – read it online.

**Psyc 408 ONLY**

In terms of preparation for each session YOU SHOULD:
1) Read the assigned reading
2) For the reading each week, prepare (**TYPE**) a brief mini-essay (1/3 to 1/2 of a page MAXIMUM – about 12 lines– double spaced, size 12 type, 1 inch margins around) that describes how the major theme, or one of the major themes of the reading or findings) relates to YOU personally (e.g., you or your friends, family and acquaintances, or to the WORLD AROUND YOU). For example, you might consider how the reading relates to items in the news or to human beings generally, to our society, or to yourself or acquaintances, specifically. Please do not summarize the reading but rather show that you understand the core ideas and findings by how you relate them to yourself or to the world around you. Remember – do not summarize the reading at all. Your first sentence should just mention the CORE idea or FINDING that you will illustrate. Then, describe how this relates to a personal experience or the world around you. What you describe – should clearly show that you understood the CORE idea. Don’t pick some minor issue to write about. **DO NOT PREPARE A MINI-ESSAY THAT EXCEEDS 12 LINES. PLACE YOUR NAME AND THE AUTHOR(S) OF THE READING FOR THE MINI-ESSAY AT THE BOTTOM OF THE PAGE.**

Be prepared to talk about your mini-essay as well as the details of the reading itself during our discussions. Please be certain that you **TAKE** your share of the opportunities to present your mini-essay to all of us across our weekly sessions.

Your goal for the mini-essay – is two-fold. The first goal is to relate the CORE idea of the paper to your own experience. The second goal is to demonstrate clearly that you fully read and understood the core idea(s) of the paper. So if you choose to write about something that is quite peripheral to the central theme, your mini-essay will not fulfill the second goal. It will be necessary therefore to read each assignment in its entirety and if you operate according to the principle of least effort – your final grade will suffer.

At the end of the session, please give me a **typed** copy of your mini-essay with your name and name of the authors at the BOTTOM of the page. Your essay should reveal not only that you understood the reading – but also that you have thought about it. I will score your essay on the scale: **A = 5; B = 4; C = 3; D = 2; F = 1.** I don’t expect essays about you or your world around you to warrant a 0 or a 1 (please don’t disappoint me). Scores will be based on how much you demonstrate knowledge of the significance of the reading and your ingenuity.
What you should know about each reading -- and be able to talk about without your notes.
A) What are the major issues discussed and what evidence supports the author(s) point of view?
B) What you think is interesting or important about this paper and why you feel this way.
C) In addition, if the reading is an experiment, you should know:
   a) What is the hypothesis being explored?
   b) What did the investigator(s) manipulate?
   c) What did the investigator(s) measure?
   d) What findings support or refute the hypothesis?

This syllabus is posted on our course website.

If you have any problems understanding any of the readings please contact me so that I can help.

FOR BOTH PSYC 366 AND PSYC 408 STUDENTS

Your grade in Psych 408 (IN PART) and 366 (COMPLETELY) will be based on the following:

1. Your effectiveness as a laboratory member. For Psyc 408 students this represents 60% of your total course grade. For Psyc 366 students this score represents 100% of your grade in the course. Also, the University of Delaware REQUIRES you to complete LAB SAFETY training and Human Subjects training. See separate documents Appendix A AND Appendix B for more information about these requirements by the University. Be certain to be fully certified by the next lab meeting (Feb. 17). No exceptions; No excuses. Take care of these requirements this week or else you will forget – and you will not be permitted to run participants or work in the lab and this will not contribute well to your contributions to the lab score see Section B just below.

A. Attendance at Lab meetings, training sessions, experimental sessions, coding sessions and all other scheduled sessions. For each lab meeting (Mondays beginning at 12:30) you miss you will lose 20 points; training sessions or experimental session that you miss you will lose 20 points. Arriving so late that you could not functionally participate in any of these sessions will count as an absence. You start out with 100 points for attendance. If you are ill and cannot attend any of these sessions, it is your responsibility to alert us beforehand, and provide documentation that your absence is an excusable one according to UD’s policy about attendance. If I do not have a note for you or proof of your problem, I will record the event as an UNEXCUSED ABSENCE.

B. Participation and contributions during Lab Meetings. Your score could range from 0 to 100. If you never volunteer or seem disinterested or unengaged – you will receive “0” points for participation
C. Practicum Exam. For each Practicum Exam (live run run-through), that you fail, you will lose 25 points (you start with 100 points for Practicum Exams). If during the practicum you make the type of errors such that if it was a REAL session, we would need to cancel that session. If you take the practicum a second time and do not pass, you will lose an additional 35 points. So failure to learn the procedures of our studies will be very costly to your course grade. Also, if in your role (as an Experimenter or a Confederate) in the experiment, you are supposed to say something at a particular time, you must use the EXACT words that were scripted. Saying something that sort of means the same, but was not exact, will be counted as a serious error. So you must learn your lines perfectly. In this way, we will have confidence that each of you will perform in a standardized way. So if you are supposed to say, “After this experiment I have an hour before my next class, so I’m going for a cup of coffee. Would you care to join me?” You should not say something like, “After the study, I’m going to get a cup of coffee. You can join me if you like.”

For the Effectiveness as a laboratory member portion of the course, we will average your scores for A) Attendance; B) Participation; and C) Practicum Exams. Thus your average score for this component will range from 0 to 100 points. Remember for 408 students this constitutes 60% of your total score for the course, whereas for Psyc 366 students this constitutes 100% of your course grade (90+ = A; 80+ = B; 70+ = C and so on). There is no curve.

Attendance at Lab Meetings, Practices, Practicums, Lab Assignments (e.g., running experiments, coding) is required and of course our class session (2:30 to 3:30 Mondays). If in the event that some major life event (e.g., the birth of your child or major surgery) justifiably precludes your fully preparing to discuss the assigned reading, please let me know at the very beginning of that session by giving me a note of explanation. Then, I will have different expectations for you for that session (no penalty or loss of our esteem for you...if this is a very rare occurrence). Try not to be absent, even if you are completely unprepared. We can still benefit from your insights and you might benefit also. In the event of absence or your inability to fully prepare, it is of course expected that you will, at the earliest possible time, provide me with a copy of your question for that session.

If you cannot attend a lab meeting altogether then have a note sent from your physician, mother, drug rehabilitation counselor or arresting officer. Also, I would appreciate it if you would e-mail as early as possible before our weekly session to let me know of your likely absence for that session. If in the event of an EXCUSED ABSENCE (see UD guide to student policies) -- it is understood that you will provide a note documenting that your absence is to be counted as an EXCUSED ABSENCE. I will not ask you for the note -- but it is just understood that you will provide one as soon as possible. If you are uncertain as to how to document your EXCUSED ABSENCE -- be creative. Otherwise, attendance is required at all lab meetings. For each UNEXCUSED ABSENCE I will deduct one grade level from your final grade that you otherwise
would have received (e.g., from A to B).

Actually, hope that each of you enjoys this experience and that you do well in the course – so get motivated – and get involved in the research and the reading.

**Statement for students with disabilities:**
Any student who thinks he/she may need an accommodation based on a disability should contact me personally as soon as possible, as well as contact the Disability Support Service (DSS) office. The DSS office is located at 119 Alison Hall, Phone: 302-831-4643, www.udel.edu/DSS.

**Statement on academic integrity:**
“All students must be honest and forthright in their academic studies. To falsify the results of one's research, coding in the lab or to steal the words or ideas of another, to cheat on an assignment, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. Any violation of this standard will be reported to the Office of Student Conduct.” Using your cell phone or computer during a quiz will result in your immediate withdrawal from the quiz, the grade of zero and possible a problem with the Office of Student Conduct.

**Statement regarding cell phones and eating during our meetings**
You are expected to silence your cell phone and stow it away during class. Receiving/placing calls or texts during lab meetings and class OR USING A COMPUTER FOR E-MAIL OR WEB-SURFING is distracting, disruptive and discourteous to both the instructor and classmates. Eating lunch during our meetings is also distracting and disruptive. Please eat your lunch before or after our meetings – and not during our meetings.
For Psyc 408 Students Only: The following ADDITIONAL components will constitute your course grade.

1. LAB WORK 60% (SEE PREVIOUS PAGES)

2. WEEKLY CLASS WORK – (20% of Final Course Grade). The average of the following components: A) Participation in discussion; B) Quizzes (one question each week); C) Mini-Essays. **If it is obvious you are frequently unprepared and you did not earlier give me a note about being unprepared for that day, you will lose 10% points from your total semester average for this component – each time this occurs.**

3. A final paper (due MONDAY, May 14) 20% OF FINAL COURSE GRADE, MAXIMUM number of pages 6 (plus references, using APA style) - double spaced – 1 inch margins all around, font size 12) that discusses the research and hypotheses we have been conducting this semester and integrates this with the ideas presented in the readings we have been discussing. Also, I will expect that you will include your own ideas as well as evaluations of the ideas in the readings. Writing quality will count as well (20%). Be sure to proof-read your paper and also check it with a spell/grammar-checker.

**How I will score your term paper.** As I read your paper, I will put a check in the margin each time you raise a good point about the readings, say something about the hypothesis of one of our studies, make an interesting connection between an idea in the readings and something in one or more of our experiments as well as include a creative insight or suggestion for future research. The more checks you have, the higher your score. So the more you tell me about the readings and the experiments we ran and their connection the better.
FOR PSYC 366 STUDENTS ONLY

TO RECEIVE CREDIT FOR PSYC 366 YOU NEED TO COMPLETE A WEB-FORM.

TO RECEIVE CREDIT FOR: Psyc366 Intergroup Relations Laboratory with Professor Sam Gaertner

To – those of you taking Psyc 366 (even if you took it before with me) in the Intergroup Laboratory with Professor Gaertner need to complete a web form. That is, all 366 people need to complete a web form. Those of you in 408 who want to satisfy your DLE requirement need to complete a web form – and route it to me. Information below will help you complete the form. Please do not use my suggestions word for word – but rather – paraphrase and change it into your own words.

Go to the web-form and complete your portion of the form. Please consider the information below included in our course Syllabus. APPARENTLY THIS IS REQUIRED. Look at two websites:


http://www.facsen.udel.edu/sites/DLE.aspx and BE CERTAIN THAT THE WEBFORM GOES TO SAMUEL GAERTNER -- BECAUSE he is required to complete sections of the form.

If you don’t want to count Psyc 366 for DLE then complete the few places on the form that ask you for information – but you must submit a web form to get credit for Psyc 366

A critical ingredient of DLE that will facilitate approval is that the student does a paper (or keeps a diary, etc.) that is a “self-assessment and analysis” of the learning that occurred. The paper should describe (a) what was learned, (b) how it was learned, (c) the personal growth that occurred, and (d) how the learning might apply to other situations. Also, consider in the Analysis section, an evaluation of our experiments – in terms of what you have learned this semester and earlier about scientific methodology.

a) Start Date 2/10/2014
b) End Date -- 5/5/14
c) Schedule: Monday: Lab meeting 12:30 to 3:30, plus up to an additional 7 hours (fill in seven free hours in your schedule). Total hours: 10 hours
d) Title of Independent Study: Intergroup Behavior.
e) We will help conduct experiments in Dr. Gaertner’s Intergroup Relations Laboratory. These experiments will focus on understanding how to reduce intergroup bias, stereotyping and discrimination.

f) I will learn how experiments in social psychology are planned and executed. Also, I will learn about experimental design as well as intergroup bias, stereotyping and discrimination.

g) Description of how the experience fits into overall academic goals. This is for you to describe.

h) Description of student obligations: I will attend training sessions to learn the procedures necessary to run experiments and take a practicum exam on this information. I will run participants in experiments that we planned and discussed at our lab meetings and I will code data assigned to me for statistical analysis. I will promptly keep all appointments involving my laboratory assignments. If it becomes impossible for me to attend an experimental session I am scheduled to run -- I will attempt to contact others to substitute for me. Also, at lab meetings I will learn the hypotheses of the studies we conduct as well as contribute my constructive suggestions to improve the project whenever possible. When I don’t understand anything about any of our experiments, I will contact Professor Gaertner or any of the graduate students associated with the laboratory -- immediately, so that I will have a complete understanding of each of the projects. Also, I will keep a weekly diary -- that keeps track of what I learned at each lab meeting about our experiments and that I will conduct the “self-assessment and analysis” of the learning that occurred. Also, I will be sure to include the hypothesis for each experiment, as well how I believe that each experiment can be improved. This completed “diary” is due Tuesday May 20th, 2014 (at noon). Please e-mail professor Gaertner your “diary.”

Course Goals for Psyc 366

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 our data analysis produces findings that addresses the hypotheses of our studies. Students doing research in the intergroup relations laboratory learn first-hand how behavioral studies are planned and executed. During our lab meetings, we discuss the different alternatives as to how the study could be conducted in terms of manipulating independent variables, selecting the most appropriate dependent variables, and orchestrating the flow of events from when a participant enters the study and provides informed consent through the end of the study. In regular courses, students usually only learn the outcome of a particular study, but in this experiential learning course, students learn about the study from the experimenter’s perspective. Students spend approximately 3 hours each week in our laboratory helping to plan the study and then up to an additional seven hours helping to run
experiments in my laboratory or field situations and then preparing the data for analysis.

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) Our lab meetings involve intense discussions about how the nature of our studies and how to improve them. It is expected that you will be a strong participant in these discussions which should contribute to the further development of your communication skills.

Thank you for your participation in our research,

Sam Gaertner
FOR BOTH 366 AND 408 STUDENTS: APPENDIX A & B

APPENDIX A: HUMAN SUBJECTS TRAINING AT THE UNIVERSITY OF DELAWARE FROM THE RESEARCH OFFICE.

To: All Faculty, Students, and Research Staff engaged in research involving Human Subject at the University of Delaware policy [Research policy 6-4] and federal law requires research involving living human subjects to be reviewed and approved by an Institutional Review Board (IRB). **All investigators working with human subjects (i.e., directly interacting with participants, or having access to identifiable private information) are obligated to complete formal training in the protection of human subjects prior to seeking review and approval from the IRB. (THIS MUST BE COMPLETED BY FEB. 17)bring us your certificate by 2/17/2014.**

Effective immediately the UD will only accept online completion of training in the protection of Human Subjects from the Collaborative Institutional Training Initiative (CITI) Program as proof of fulfillment of the training requirement. In addition, it is required that all personnel actively engaged in research maintain their trained status by completing a refresher course every 3 years.

- To complete online training, register at the [CITI site](http://www.citiprogram.org) FIRST, GO TO CREATE AN ACCOUNT. REGISTER and affiliate with the University of Delaware. Depending on your field of study, select either the Biomedical or the Social and Behavioral Basic Human Subjects course. You must then select the Learner Group that corresponds to your current status at the University (e.g. RESEARCHER UNDERgraduate students must select the UNDERGRADUATE Graduate Students Learner Group).

- A refresher course from CITI must be completed within 3 years of the date initial training (Basic course) was done and every 3 years thereafter.

- **To successfully complete training a minimum overall passing grade of 85% is a requisite.** Once training requirement has been fulfill, a completion report is generated. A copy of the completion report is automatically sent to the Research Office.

For all currently trained research personnel actively engaged in research the following will apply:

- If the most recent training completed is the Human Subjects Research Basic Course from CITI and was finished within the last 3 years, no action is needed until that training expires. In order to maintain trained status a refresher course needs to be completed on or before the 3 year expiration date of the original training, and every 3 years thereafter.

- If current training is older than 3 years (prior to September of 2010), the Human Subjects Research Basic Course from CITI needs to be completed. A refresher course will then have to be completed within 3 years of the original training date and every 3 years thereafter.

Please note that while the IRB office is available to introduce the topic of Human Subjects Research to students during scheduled classes, attending those presentations will not be considered fulfillment of the training requirement In-person training will no longer be
offered. If you have any questions about this certification procedure please do not hesitate to contact the IRB office at hsrb-research@udel.edu or 302-831-2137.

Regards,

Maria Palazuelos, Ph.D.  Director of Research Compliance
APENDIX B:  REQUIRED SAFETY TRAINING:

IT IS BEST TO USE A COMPUTER ON CAMPUS TO COMPLETE THIS TRAINING.

Go TO:

http://ehs.facil.udel.edu:1569/EXEC

THE TRAINING YOU NEED TO COMPLETE IS: “RIGHT TO KNOW”.

We don’t have chemicals.

Any problems or questions call Environmental Health & Safety at: 831-8475

TO BE COMPLETED AND DOCUMENTED BY 2/17/2014 --
READINGS FOR PSYC 408 (Selections will be posted as we go along).

FEB. 10    ORIENTATION TO THE LABORATORY


**BRING TO CLASS (LAB MEETING):**
1. COMPLETED SAFETY TRAINING CERTIFICATE
2. COMPLETED HUMAN SUBJECT TRAINING CERTIFICATE
3. PLUS MINI-ESSAY ABOUT ALLPORT.

FEB. 24    Gaertner and Dovidio, Aversive Racism.

**ALSO for FEB. 24** 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. **WE USE THIS IN OUR RESEARCH SO BE SURE TO BECOME FAMILIAR WITH THIS MEASURE**

MARCH 10   TO BE ANNOUNCED

MARCH 17

MARCH 24

MARCH 31   **SPRING BREAK – SPRING BREAK – SPRING BREAK**

APRIL 7

APRIL 14

APRIL 21

APRIL 28

MAY 5

MAY 12    TERM PAPER DUE ON OR BEFORE 12:30, MAY 12 IN MY MAILBOX

MAY 19