EDUCATION 585

STEREOTYPING, PREJUDICE, STIGMA & MARGINALITY IN EDUCATIONAL SETTINGS

Spring 2005
Thursday 7:00-9:30 PM
Room: McManus 31

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Office Hours: Thursday 4-6:30 PM and by appointment
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Course Description:
This course will focus on classic and contemporary social psychological approaches to prejudice and stereotyping. Emphasis is on how stereotypes are employed and maintained, and the influence of stereotyping and prejudice on behavior in educational settings. The course will also focus on the perceptions and strategies of the targets of prejudice and discrimination, with emphasis on race and ethnicity. Topics that will be covered in this course include: social perceptions and the judgments of targets, racial identity, behavioral consequences of prejudice and discrimination, and educational implications. Readings will be drawn from the fields of social psychology, sociology, and education.

Required Readings:

Books

Reader
A required reader will be available at Huntley Bookstore.
Course Requirements:

CLASS PARTICIPATION [15% of course grade]
It is critical that students complete the reading assignment for each class and be prepared to contribute to the class discussion. Class participation will be factored into the final grade. Participation in large and small group discussions is required. Participation does not simply mean talking in class—it involves careful listening, direct attempts to help others in class understand the material, productive participation in discussions, and critical perspective taking. Effective class comments may address questions raised by others, integrate material from this and other courses, draw on real-world experiences and observations, or pose new questions to the class. High quality participation involves knowing when to speak and when to listen or allow others to speak. In this course we touch on sensitive issues; it is expected that all comments be offered in a respectful and constructive manner. Comments that are disrespectful of others, vague, repetitive, unrelated to the current topic, or without sufficient foundation will be evaluated negatively. Below, you will find some guidelines for class participation:

**Strong Contributor:** Contributions in class reflect thorough preparation. Ideas offered are substantive and provide good insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished considerably.

**Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

**Non-Participant:** This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

**Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and are often tangential and off-track. Challenges that are made as personal attacks are unacceptable under any circumstances. If this person were not a member of the class, valuable time would be saved and the comfort level of the class would be elevated.

WEEKLY WRITTEN ASSIGNMENTS [35% of course grade]
There will not be written examinations in the course, however, all students are required to complete weekly written assignments. These weekly reflections are intended to be a personal analyses of the assigned reading for the week. They are not intended to be a summary of the reading, but your critical reflection of something you find important, controversial, or troublesome in the reading. In total there will be 11 reflections due at the beginning of class. The reflections should be between 1 and 2 pages in length, word processed, and double-spaced. Longer
reflections will be accepted, but are not encouraged. As you prepare your commentary you are asked to reflect on any combination of the following questions:

- What are the **key points** of the book, chapter, or article? How does the reading relate to the overarching questions of the course?
- What is the **point of view of the writer** (disciplinary, methodological, political, or culture of origin)? How might that affect experiences and perspectives?
- How does the reading **connect to** other ideas or information you have learned in the past (either in practice or in other courses)?
- How does the reading **connect to** other information that you are currently exploring in this course?
- What did you find most **interesting**?
- What (if anything) do you **not understand**?
- What (if anything) do you **not agree with**?
- After having done this reading, what would you like to **explore further** or learn more about?
- How might you **apply** what you have learned in this reading to your practice or research?

**FINAL RESEARCH PAPER**

[50% of course grade]

Each student will write a 20-25 page double-spaced final paper on a topic of his or her choice. Students are to review literature on the topic, to critique the relevant research, to propose a study to examine the topic further, and to outline the basic components of the study. You may choose to write about any relevant epistemological, theoretical or methodological issue(s) in the field. After a student has determined the scope of their project, she/he must submit a one-to-two page proposal of their project to the instructor for approval and advice. The project proposals are due on Thursday, April 7. Below are some guidelines that may be useful:

**A Literature Review**

Students who opt to write a review of the literature should include an introduction to the theoretical context of the research topic, the formulation of specific research questions, a review of the relevant empirical literature, a critique of the state of knowledge on the topic, and a discussion of needs for further research. Students may model their work on articles published in review journals such as Review of Educational Research or the Annual Review series (Psychology, Sociology, Anthropology, Political Science, etc.). This option is intended to allow students to familiarize themselves with academic studies and policy research. The exercise may be treated as a chance to develop a strong foundation in the student’s area of interest. It may also serve as the basis for a QP or a dissertation proposal.

**A Research Proposal**

Students opting to write a research proposal should include a review of the relevant literature, a critique or synthesis of the theoretical foundations, formulation of the research problem(s) and/or hypotheses to be tested, and a justification of a problem/hypotheses. Data sources and research designs are expected in the proposal, but they can be very brief.

The option is intended as a first step toward submitting a proposal for a QP or dissertation funding or as a preliminary dissertation proposal. The format of this assignment will conform to the actual application requirements of funding agencies or the actual dissertation proposal format. Students may refer to guidelines
The Empirical Study
Students who opt to write a qualitative or quantitative empirical analysis should include the following components: (1) a discussion of the theoretical and policy issues motivating the analysis that incorporates references to the relevant literature, (2) the hypotheses or propositions, (3) a description of the data and methodological approach, (4) a presentation of the results, and (5) a discussion of the implications of the findings.

This option may be best suited to students who have a project in progress, but it is also feasible to use this option as an opportunity to begin a research project that could culminate in a conference presentation or publication during graduate school. The final paper should be ready to submit for presentation at a professional conference such as the American Education Research Association or the American Psychological Association, the Comparative and International Education Society, or the International Sociological Association.

Project Report Format
Reports should be approximately 20 to 25 pages in length. All papers must be prepared in accordance with the APA Publication Manual, 5th edition (www.apastyle.org/index.html).

Class Presentation
On the last day of class, each student will present, in brief, their proposal for research, findings from their literature review, or reflections on connections between their observational work and concepts introduced in this course.

**Late work will not be accepted without prior arrangement with the professor**

Course Expectations
The purpose of this course is to expose you to a broad spectrum of ideas and perspectives on discrimination, prejudice and racial stereotypes. You are under NO obligation to agree with the authors or the professor. Rather, your obligation is to demonstrate comprehension and thoughtful consideration. At the end of the course you should be able to articulate and effectively argue your own position. Although we may not agree about our interpretations of the various materials, we can agree to commit ourselves to engage course readings, course goals, and each other with openness, careful listening, honesty, and mutual respect.

Some of the topics we will discuss may evoke deep emotional feelings in all of us. You and I will view this course as providing a safe environment where students can express their views and openly debate the complicated and multifaceted aspects of the topics we will cover this quarter. Therefore, I encourage you to take this opportunity to discuss these issues in an honest and open manner. I must caution, however, that with this openness comes an important responsibility -- that of being respectful of others. While we may disagree and debate, personal attacks on individuals are not allowed. This applies whether the person is a student, a visitor to
the class, or the professor. I look forward to hearing your ideas, opinions and working and learning with you.

January 20  
**Introduction to course. Overview of Prejudice, Stereotype, and Social Stigma Theories.**
**Reader:**

January 27  
**Discrimination, Prejudice, & Stereotype Theories I**
**Books:**
Fisbein-chapters 2, 6, 7, 9  
Stephan-chapter 2  
**Reflection #1**

February 3  
**Discrimination, Prejudice, & Stereotype Theories II**
**Books:**
Oskamp: chapters 2-3  
Swim & Stangor: chapters 1-2  
Stephan: Chapter 1  
**Reader:**
**Reflection #2**

February 10  
**Discrimination, Prejudice, & Stereotype Theories III**
**Reader:**
**Reflection #3**

February 17  
**Social Stigma Theories I**
**Books:**
Heatherton et al.-chapters 1-4, 6  
**Reader:**
**Reflection #4**

February 24  
**Social Stigma Theories II**
**Books:**
Heatherton et al.: chapter 13  
**Reader:**

Reflection #5

March 3  
*Discrimination in School Settings: K-12 Institutions*

**Reader:**
- Du Bois, W.E.B. (1935). Does the Negro need separate schools?
- Farkas, G. (2003). Racial Disparities and Discrimination in Education: What Do We know, How Do We Know It, and What Do We Need to Know?
- Olsen (1997a). We make each other racial: The Madison High world as perceived by the “American” student
- Olsen (1997b). To find your race and your place: Race tracks at Madison High

Reflection #6

March 10  
*Discrimination in School Settings: Post-Secondary Institutions*

**Reader:**

Reflection #7

March 17  
*Spring Break*

March 24  
*Coping Strategies*

**Books:**
Heatherton et al.: chapter 9
Swim & Stangor: chapter 7, 14
Reader:
- Sellers & Shelton (2003). The role of racial identity in perceived racial discrimination.

Reflection #8

March 31

Educational Consequences of Prejudice and Discrimination I
Books:
Swim & Stangor: chapters 4, 5, 8 & 10
Reader:

Reflection #9

April 7

Educational Consequences of Prejudice and Discrimination II
Books:
Aronson: chapter 14, chapter 15
Reader:
- Rivas (2004). What drives me: Perceived social inequity, ethnic identification and achievement motivation among Latino students at an elite public university.

Project Proposal Due (1 to 2 page abstract)

April 14

Insights from an International Perspective
Reader:

NOTE: These readings are optional. Class will NOT be held to allow students to attend the American Educational Association (AERA) conference.

April 21

Reducing Prejudice and Discrimination I
Books:
Stephan: chapters 3, 4 (only pgs. 58-67)
Oskamp: chapters 1, 4, 5, 6

Reflection #10

April 28

Reducing Prejudice and Discrimination II
Books:
Fishbein: chapter 8
Aronson: chapter 16

Reader:

Reflection #11

May 5

Class Presentations

May 12

Final Paper Due
Reader Bibliography


11. Farkas, G. (2003). Racial Disparities and Discrimination in Education: What Do We Know, How Do We Know It, and What Do We Need to Know? Teachers College Record, 105(6), 1119–1146.


