



Stereotyping, Racism, & Prejudice - Syllabus

Stereotyping, Racism, & Prejudice, PSYC 431, Spring 2024

Instructor	Evan McCracken, PhD, MLS
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Course Meeting Days and Time	Monday & Wednesday: 3:30-4:45pm
Required Experiential Learning Dates	Saturday, January 27 th (Nottingham: Museum of Justice); Friday, February 23 rd (London: Freud Museum)
Office Hours	Monday: 9-1:00pm, Tuesday: 10-12pm, Wednesday 9-1:00pm

Catalog Description:

Introduces the student to psychological theory and research concerning stereotyping, prejudice, racism, and the effects of social stigmata on self and society. Examines how stereotypes, prejudice, and racism are formed, maintained, and reduced. Analyzes prejudice toward different social groups, including (but not limited to) those formed by racial and ethnic origins, the LGBT+ community, those on the gender spectrum, and overweight and physically different individuals.

While we will discuss science and various scholarly perspectives, many topics in this class can evoke strong emotions, it is important to keep the following in mind:

- We all have the right to form and hold our own opinions on issues discussed in class.
- Because others in class have the right to their own opinions, disagreements must be respectful.
- Class discussions/videos will include presentation of research results as well as real peoples' stories. At times, these results and stories will be very difficult and challenging to sit through. I understand this. At times, these results/stories may or may not support your opinions or our opinions. Yet, I chose these topics because *real people* are living these stories in society daily. We will have room to debrief, discuss, and reflect on our emotions.

HARLAXTON



Credit Hour Policy Statement:

Standard lecture:

This class meets the federal credit hour policy of 1 hour of class with an expected 2 hours of additional student work outside of class each week for approximately 15 weeks for each hour of credit, or a total of 45-75 total hours for each credit.

Course Learning Objectives:

By the end of this course, the student should:

- Have an appreciation and understanding for the **science** behind the study of stereotyping, racism, and prejudice, and the scientific method,
- Have a general understanding of the various predictors, consequences, and implications (both implicit and explicit) of stereotyping, racism, and prejudice,
- Acquire improved critical thinking and writing skills,
- Be able recognize applications and subsequently apply your acquired knowledge of stereotyping, racism, and prejudice to various other academic disciplines and life experiences.

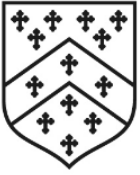
Methods of Instructions:

Although there will be some lecture, the course will be conducted mainly as a seminar, not a lecture course. As a 400-level class, the course is an upper-level class, and as such, great emphasis will be placed on the preparation and active participation of **all** seminar members during **each** class. The success of the course will depend, in large part, on student participation at a level appropriate for upper-division undergraduate students. Class preparation includes completing all readings prior to class and making notes that will prepare you to discuss the main points, theories, methods, and/or empirical findings from all readings. You should also be prepared to discuss the implications of readings for law, policy, and future psychological research.

Textbooks and Required Reading:

Kite, M. E. Whitley, B. E., & Wagner, L.S. (2022). *Psychology of Prejudice and Discrimination*. 4th Edition. Wadsworth: Belmont, CA.

In addition, the text is supplemented by empirical, theoretical, and review articles and chapters from a variety of journals and books. A list of readings will be provided separately, and the readings will be available for you to download via Blackboard. There will also be readings for student reports (see below); your professor will supply those as well.





Course Schedule:

Stereotyping, Racism, and Prejudice (PSCH 431)

Evan McCracken

Tentative Course Readings

NOTE: READINGS ARE TENTATIVE AND SUBJECT TO CHANGE!!

TEXT = Kite, M. E. Whitley, B. E., & Wagner, L.S. (2022). *Psychology of Prejudice and Discrimination*. 4th Edition. Wadsworth: Belmont, CA.

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Week 1, Date: 1/15

-- Course requirements, introduction to the field & the professor

-- *Charlottesville: Race and Terror*

-- *Do White people experience racism?*

Week 1, Date: 1/17

Common Readings:

TEXT: Ch. 1

Week 2, Date: 1/22

Common Readings:

TEXT: Ch. 2

Navarrete, C. D., Fessler, D. M. T. & Eng, S. J. (2007). Elevated ethnocentrism in the first trimester of pregnancy. *Evolution and Human Behavior*, 28, 60-65.

Student Reports:

1. Karinen, A. K., Molho, C., Kupfer, T. R., & Tybur, J. M. (2019). Disgust sensitivity and opposition to immigration: Does contact avoidance or resistance to foreign norms explain the relationship? *Journal of Experimental Social Psychology*, 84, 103817.
2. Huang et al. (2011). Immunizing against prejudice: Effects of disease protection on attitudes toward out-groups. *Psychological Science*.

Supplemental reading:

Samore, T., Fessler, D. M., Sparks, A. M., & Holbrook, C. (2021). Of pathogens and party lines: Social conservatism positively associates with COVID-19 precautions among US Democrats but not Republicans. *PLoS one*, 16(6), e0253326.

Week 2, Date: 1/24

Common Readings:

Fazio, R. H. & Olson, M. A. (2003). Implicit measures in social cognition research: Their meaning and use.

Annual Review of Psychology, 54, 297-327.

Student Reports:

1. Zhou, G., Liu, J., Xiao, N. G., Wu, S. J., Li, H., & Lee, K. (2018). The fusiform face area plays a greater role in holistic processing for own-race faces than other-race faces. *Frontiers in human neuroscience*, 12, 220.



2. Bernard, P., Hanoteau, F., Gervais, S., Servais, L., Bertolone, I., Deltenre, P., & Colin, C. (2019). Revealing clothing does not make the object: ERP evidences that cognitive objectification is driven by posture suggestiveness, not by revealing clothing. *Personality and Social Psychology Bulletin*, 45(1), 16-36.

Week 3, Date: 1/29

Common Readings:

TEXT: Ch. 3

Student Reports:

1. Prentice, D. A., & Miller, D. T. (2006). Essentializing the differences between women and men. *Psychological Science*, 17, 129-135.
2. Ivanic, A. S., Overbeck, J. R., & Nunes, J. C. (2011). Status, Race, and Money: The Impact of Racial Hierarchy on Willingness to Pay. *Psychological Science*.

Week 3, Date: 1/31

Common Readings:

TEXT: Ch. 4

Islamophobia in America 20 years after 9/11

Student Reports:

1. Unkelbach, C., Forgas, J. P., & Denson, T. F. (2008). The turban effect: The influence of Muslim headgear and induced affect on aggressive responses in the shooter bias paradigm. *Journal of Experimental Social Psychology*, 44, 1409-1413.
2. Bartneck, C., Yogeewaran, K., Ser, Q. M., Woodward, G., Sparrow, R., Wang, S., & Eyssel, F. (2018, February). Robots and racism. In *Proceedings of the 2018 ACM/IEEE international conference on human-robot interaction* (pp. 196-204).

Week 4, Date: 2/5

Common Readings:

Dupree, C. H., Torrez, B., Obioha, O., & Fiske, S. T. (2021). Race–status associations: Distinct effects of three novel measures among White and Black perceivers. *Journal of personality and social psychology*, 120(3), 601.

Student Reports:

1. Smith, P. K., Dijksterhuis, A. & Chaiken, S. (2008). Subliminal exposure to faces and racial attitudes: Exposure to Whites makes Whites like Blacks less. *Journal of Experimental Social Psychology*, 44, 50-64.
2. O’Shea, B. A., Watson, D. G., Brown, G. D., & Fincher, C. L. (2020). Infectious disease prevalence, not race exposure, predicts both implicit and explicit racial prejudice across the United States. *Social Psychological and Personality Science*, 11(3), 345-355.

Week 4, Date: 2/7

Common Readings:

TEXT: Ch. 5



Student Report:

1. Dovidio, J. F., Smith, J. K., Donnella, A. G., & Gaertner, S. L. (1997). Racial Attitudes and the Death Penalty. *Journal of Applied Social Psychology, 27*, 1468-1487.

Week 5, Date: 2/12

Common Readings:

Dardenne, B., Dumont, M., & Bollier, T. (2007). Insidious dangers of benevolent sexism: Consequences for women's performance. *Journal of Personality and Social Psychology, 93*, 764-779.

Student Reports:

1. Pearson, A. R., Dovidio, J. F., & Gaertner, S. L. (2009). The nature of contemporary prejudice: Insights from aversive racism. *Social and Personality Psychology Compass, 3*, 1-25.
2. West, K., Greenland, K., & van Laar, C. (2021). Implicit racism, colour blindness, and narrow definitions of discrimination: Why some White people prefer 'All Lives Matter' to 'Black Lives Matter'. *British Journal of Social Psychology, 60*(4), 1136-1153.

Week 5, Date: 2/14

Common Readings:

TEXT: Ch. 6

Student Reports:

1. Kawakami, K., Dunn, E., Karmali, F., & Dovidio, J. F. (2009). Mispredicting affective and behavioral responses to racism. *Science, 323*, 276-278.
2. Bosson, J. K., Pinel, E. C., & Vandello, J. A. (2010). The emotional impact of ambivalent sexism: Forecasts versus real experiences. *Sex Roles, 62*(7), 520-531.

10 Hours of Walking In NYC as a Woman

Supplemental Reading:

Yang, A. (2021). Racialized forecasting. Understanding race through children's (to-be) lived experiences in a Danish school context. *Nordic Journal of Studies in Educational Policy, 7*(3), 169-178.

Week 6, Date: 2/19

Common Readings:

Cuddy, A. J. C., Fiske, S. T., Glick, P. (2004). When professionals become mothers, warmth doesn't cut the ice, *Journal of Social Issues, 60*, 701-718.

Student Report:

1. Glick, P., Gangle, C., Gibb, S., Klumpner, S., & Weinberg, E. (2007). Defensive Reactions to Masculinity Threat: More Negative Affect Toward Effeminate (but not Masculine) Gay Men, *Sex Roles, 57*, 55-59.



Supplemental Reading:

van der Toorn, J., Pliskin, R., & Morgenroth, T. (2020). Not quite over the rainbow: The unrelenting and insidious nature of heteronormative ideology. *Current Opinion in Behavioral Sciences*, 34, 160-165.

Scare Tactics About 'LGBTQ Ideology' Helped Trump's Ally Win the Polish Election

Week 6, Date: 2/21

Common Readings:

Solomon, S., Greenberg, J., & Pyszczynski, T. (2000). Pride and prejudice: Fear of death and social behavior. *Current Directions in Psychological Science*, 9, 200 – 204.

Student Reports:

1. Nail, P. R., Harton H. C., & Decker, B. P. (2003). Political orientation and modern versus aversive racism: Tests of Dovidio and Gaertner's (1998) integrated model. *Journal of Personality and Social Psychology*, 84, 754-770.
2. Holt, L. F., & Sweitzer, M. D. (2020). More than a black and white issue: Ethnic identity, social dominance orientation, and support for the black lives matter movement. *Self and Identity*, 19(1), 16-31.

Supplemental Reading:

Sharp, M. (2019). The Gift of Humanity: Terror Management and Explicit Humanness Perceptions.

Week 7, Date: 2/26 Catch-up day

Week 7, Date: 2/28 MIDTERM EXAM

Week 8, Date: 3/4 Mid Term Break

Week 8, Date: 3/6 Mid Term Break

Week 9, Date: 3/11 Mid Term Break

Week 9, Date: 3/13

Common Readings:

TEXT: Ch. 7

Student Reports:

1. Baron, A. S., & Banaji, M. R. (2006). The development of implicit attitudes: Evidence of race evaluations from ages 6 and 10 and adulthood. *Psychological Science*, 17, 53-58.
2. Loyd, A. B., & Gaither, S. E. (2018). Racial/ethnic socialization for White youth: What we know and future directions. *Journal of Applied Developmental Psychology*, 59, 54-64.

Grooming children for Jihad: The Islamic State

Week 10, Date: 3/18



Jesus Camp

Week 10, Date: 3/20

Check-in/discussion from documentary

Common Readings:

Bigler, R. S., & Liben, L. S. (2007). Developmental intergroup theory: Explaining and reducing children's social stereotyping and prejudice. *Current Directions in Psychological Science, 16*, 162-166.

Student Reports:

1. Verkuyten, M. & De Wolf, A. (2007). The development of in-group favoritism: Between social reality and group identity. *Developmental Psychology, 43*, 901-911.

Week 11, Date: 3/25

Common Readings:

Leyens, J-P., Paladino, P. M., Rodriguez-Torres, R., Vaes, J., Demoulin, S., Rodriguez-Perez, A., & Gaunt, R. (2000). The emotional side of prejudice: The attribution of secondary emotions to ingroups and outgroups. *Personality and Social Psychology Review, 4*, 186-197.

What it's like to be dehumanized

Student Reports:

1. Haslam, N. (2006). Dehumanization: An integrative review. *Personality and Social Psychology Review, 10*, 252-264.
2. Anderson, J. R., Holland, E., Heldreth, C., & Johnson, S. P. (2018). Revisiting the Jezebel stereotype: The impact of target race on sexual objectification. *Psychology of Women Quarterly, 42*(4), 461-476.

Week 11, Date: 3/27

Goff, P. A., Eberhardt, J. L., Williams, M. J., & Jackson, M. C. (2008). Not yet human: Implicit knowledge, historical dehumanization, and contemporary consequences. *Journal of Personality and Social Psychology, 94*, 292-306.

Student Reports:

1. Harris, L. T., & Fiske, S. T. (2006). Dehumanizing the lowest of the low: Neuroimaging responses to extreme outgroups. *Psychological Science, 17*, 847-853.
2. Goff, P. A., Jackson, M. C., Di Leone, B. A. L., Culotta, C. M., & DiTomasso, N. A. (2014). The essence of innocence: consequences of dehumanizing Black children. *Journal of personality and social psychology, 106*(4), 526.

Week 12, Date: 4/1

Common Readings:

TEXT: Ch. 10

Crocker, J., Voelkl, K., Testa, M., & Major, B. (1991). Social stigma: The affective consequences of attributional ambiguity. *Journal of Personality and Social Psychology, 60*, 218-228.



Student Reports:

1. Gervais, S. J. Vescio, T. K., & Allen, J. (2011). When what you see is what you get: The consequences of the objectifying gaze for men and women. *Psychology of Women Quarterly*.
2. Lee, H. Y., Jamieson, J. P., Reis, H. T., Beevers, C. G., Josephs, R. A., Mullarkey, M. C., ... & Yeager, D. S. (2020). Getting fewer "likes" than others on social media elicits emotional distress among victimized adolescents. *Child Development, 91*(6), 2141-2159.

Week 12, Date: 4/3

Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. *Journal of Personality and Social Psychology, 69*, 797-811.

Starr, C. R., Anderson, B. R., & Green, K. A. (2019). "I'm a Computer Scientist!": virtual reality experience influences stereotype threat and STEM motivation among undergraduate women. *Journal of Science Education and Technology, 28*(5), 493-507.

Student Report:

1. Salvatore, J. & Shelton, J.N. (2007). Cognitive costs of exposure to racial prejudice. *Psychological Science, 18*, 810-815.

Week 13, Date: 4/8

Common Readings:

TEXT: Ch. 11 (489-519)

Slut Shaming Preacher

How the anti-abortion rights movement took down Roe

Check-in/discussion after documentaries

Supplemental readings about health:

Lewis, J. A., Williams, M. G., Peppers, E. J., & Gadson, C. A. (2017). Applying intersectionality to explore the relations between gendered racism and health among Black women. *Journal of counseling psychology, 64*(5), 475.

Week 13, Date: 4/10

Common Readings:

TEXT: Ch. 11 (520-end of chapter)

Student Reports:

1. Hoskin, R. A. (2020). "Femininity? It's the aesthetic of subordination": Examining femmephobia, the gender binary, and experiences of oppression among sexual and gender minorities. *Archives of sexual behavior, 49*(7), 2319-2339.
2. Miner, K. N., & Costa, P. L. (2018). Ambient workplace heterosexism: Implications for sexual minority and heterosexual employees. *Stress and Health, 34*(4), 563-572.



Straight Pride Parade: Marching for the "Oppressed Majority"

Week 14, Date: 4/15

Common Readings:

TEXT: Ch. 12 (547-564)

Farnum, K. S., & Wiener, R. L. (2016). Stereotype content model, causal models, and allegations of age discrimination: Should the law change?. *Analyses of Social Issues and Public Policy, 16*(1), 100-124.

Age discrimination food truck experiment

Student Report:

1. Garstka, T. A., Hummert, M. L., & Branscombe, N. R. (2005). Perceiving age discrimination in response to intergenerational inequity. *Journal of Social Issues, 61*(2), 321-342.

Week 14, Date: 4/17

Common Readings:

TEXT: Ch. 12 (564-577)

Our fight for disability rights and why we're not done yet

Student Reports:

1. Schauman, O., MacLeod, A. K., Thornicroft, G., & Clement, S. (2019). Mental illness related discrimination: The role of self-devaluation and anticipated discrimination for decreased well-being. *Stigma and Health, 4*(1), 11.
2. Molero, F., Recio, P., García-Ael, C., & Pérez-Garín, D. (2019). Consequences of perceived personal and group discrimination against people with physical disabilities. *Rehabilitation psychology, 64*(2), 212.

Week 15, Date: 4/22

Common Readings

TEXT: Ch. 12 (578-end of chapter)

No. You cannot touch my hair.

Student Reports:

1. Johnson, T. A., & Bankhead, T. (2014). Hair it is: Examining the experiences of Black women with natural hair.
2. Harriger, J. A., Calogero, R. M., Witherington, D., & Smith, J. E. (2010). Body size stereotyping and internalization of the thin ideal in preschool girls. *Sex Roles, 63*(9), 609-620.

Supplemental Reading:

Puhl, R. M., Andreyeva, T., & Brownell, K. D. (2008). Perceptions of weight discrimination: prevalence and comparison to race and gender discrimination in America. *International journal of obesity, 32*(6), 992-1000.

Common Readings

TEXT: Ch. 13



Moyer-Gusé, E., Dale, K. R., & Ortiz, M. (2019). Reducing prejudice through narratives: An examination of the mechanisms of vicarious intergroup contact. *Journal of media psychology: Theories, methods, and applications*, 31(4), 185.

FINAL EXAM: **Final Projects Due – TBA**

Grading Criteria:

Grades will be assigned on the basis of in-class participation (10%), class preparation essays (20%), two in-class oral reports (14%), a midterm exam (28%), and a final project (28%).

10% 1. **In-Class Participation:** Participation means self-motivated, regular, and thoughtful in-class verbal contributions that illustrate your mastery of the readings (scientific observations and thoughts, not just unfounded opinions). This includes reporting the contents of your class participation essay for that week. Participation reflects in-class comments and questions, not simply class attendance or coming to class on time, which are assumed. (More than two unexcused absences will result in the loss of most, if not all, participation points.) Although it may seem at first glance like this is a small percentage of your grade, please realize that it's an entire letter grade (in fact, it is a letter grade that some students in this class may lose unnecessarily if they do not heed this information). Finally, because this class will include discussions of sensitive topics, it is crucial that students are respectful of one another. Also for this reason, it is particularly important to *stick to the science*, and to avoid making unfounded generalizations based on anecdotal personal experiences.

20% 2. **Class Preparation Essays:** These are formally written, but brief essays (exactly 1- to 2-double-spaced typed pages), **due at the beginning of any class**. Participating in class would be difficult if you hadn't read and thought about the main points in the articles, and if you hadn't prepared some comments to make in class. These papers are designed to help you do that, and to help you anticipate and prepare for the exams. (Bring an extra copy to class to guide your comments throughout the class.)

You are required to complete 6 papers; thus, each is worth 3.33%. They will be graded A - F (A = 93%, A- = 92%, B+ = 87%, B = 83%, 82% = B- etc.). If you write 7 papers, I will drop your lowest grade (but an 8th paper won't be counted). **YOU MAY ONLY TURN IN ONE PER CLASS. I WILL NOT ACCEPT MORE THAN ONE PER CLASS. THIS MEANS YOU MUST PLAN AHEAD AND BEGIN WRITING YOUR PAPERS NOW AND NOT PUT THEM OFF UNTIL THE END OF THE CLASS BECAUSE I WILL NOT ACCEPT MORE THAN ONE PER CLASS.**

Importantly, **these papers are not summaries of the readings**, although they should reflect the fact that you did all of the readings. Instead, these essays are an opportunity for you to go beyond the readings in creative and thoughtful ways. In each paper, you will develop one or two ideas related to the issues in that week's readings. If your idea is detailed, one idea is probably sufficient. Otherwise, you'll want to discuss two or three ideas. Ideas can relate to your own research. A hint: make notes



in the margins of your readings as you read -- notes about even your most trivial reactions. When you're done reading, you'll have plenty of thoughts for your paper. Your paper could take either of the following forms, but from experience, the first one is the best one, and I highly, highly recommend it for most of your papers. **In fact, because I hope to foster scientific curiosity, at least 3 of your 6 papers must conform to the first option (a):**

(a) an idea for future research, even very simple research: State the research question and a testable hypothesis (your prediction), the theory that drives the hypothesis (given the readings, why did you make that prediction? Why should that result be expected?), describe why it is important and how it flows from what you read (i.e., from psychological research or theory, or from issues that arose in a particular study), and briefly sketch a rudimentary methodological design to test the hypothesis;

(b) a new theory (or novel application of an existing theory) to explain or tie together existing research findings;

(c) a specific social policy or program that will reduce prejudice: You must include theoretical justification for why this program will be effective. Provide its psychological justification and describe how it would be useful.

(d) a careful and novel analysis or comparison and contrasting of key points from the readings (readings from past weeks may always be discussed in light of new readings);

(e) a specific discussion of how the textbook chapter on a certain topic might be re-written or amended based on the new information you have gained from the additional readings, in-class reports, and in-class discussions.

Your papers can, of course, include criticism of anything you read; however, be very careful: Criticisms must be well justified. For example, it is a common mistake for budding scholars to write something like, "This study is no good because they conducted it with college students." Well, so what? **Why** would the study have turned out any differently if older community members had participated instead? Sometimes there is a theoretically sound reason to think it might make a difference, sometimes there is not.

Finally, even though these are very brief papers, your writing should be clear, grammatically correct, concise, elegant, and in APA style. Grammar and punctuation must be correct and will affect your grade. On Blackboard, you will find a Writing Tips document - read it carefully, and do not make the mistakes discussed in that paper. I also recommend that every student buy a copy of the *Elements of Style* by Strunk and White and review it. (It's short and cheap.) Writing beautifully is a skill that will transcend most other things you learn -- its importance cannot be overstated. I hope you'll use these papers as a way to learn to write important things in concise ways.



28% 3. **Midterm:** There will be a mid-term worth 28% of your grade. The mid-term will cover all material through the day before the exam. The exam will be composed mainly of essay questions, and will cover information from readings, class discussion, and class reports.

14% 4. **Oral Reports:** (Two oral reports worth 7% each.) To reduce the number of readings assigned to the entire class, there will be two or three student oral reports during each class. Reports will focus on readings that the professor assigns that are related to the day's common readings. The formal, prepared part of the report should last no more than 10-12 minutes (you must practice beforehand so that you do not go over 12 minutes), although the class discussion you generate can last longer. In fact, the best presentations will encourage and involve class discussion.

The importance of expressing ideas orally is often overlooked, but it is essential for success. Here are some guidelines for preparing an "A" report: First, do not go over the allotted time. Second, focus on the main points and describe them in detail, assuming the audience knows absolutely nothing about the topic. Describe how the article is relevant to that day's common readings. If the article describes an empirical study, be sure to summarize the most important predictions, methodology, main findings, and conclusions. If the article is a theoretical piece, state the main premise and basic argument, as well as evidence used to support the thesis. For any article, present a critical analysis of the work (that is, add your own thoughts about the work and how you think it is relevant to the class). If you don't understand something about your article, see me before class (meaning see me at least one week before--not the day before--your report). An important tip: Do not assume any prior knowledge on the part of your classmates (beyond the common readings). One of the most common mistakes made by unskilled speakers is to assume people understand things you haven't explicitly stated. Give the report as if you were giving it to an 8th grader who has never studied anything about psychology. I'm totally serious.

Third, give your report from notes rather than the article. Do not read from a "highlighted" version of the article (a sure way to bore us all and get a low grade). All students must use PowerPoint slides during the presentation and also give out 1- or 2-page handouts (which may be duplicated power point slides). Do not overuse slides! You will probably need no more than 5. Slides and handouts should consist of only a scaffolding or outline of key points, not a lot of prose, and they should be in BIG font. Handouts are important because they will help your classmates take notes on your presentation -- remember, the exam will include information you present, so you must be an effective teacher.

Finally, don't be nervous. Give your report in a relaxed, but professional manner. Nervousness usually stems from being ill-prepared. There is nothing more tedious and even embarrassing than being forced to sit through an ill-prepared presentation. Think about all the bad presentations you've attended. Make a list of the things that made the presentation horrible, and



avoid them all! Make sure your reports are concise, accurate, and well-prepared--even over prepared. It is a good idea to prepare for your report by writing out every word you plan to say, then practice your talk to yourself several times, making sure it is the appropriate length. You'll find that the report almost comes out automatically, without the need for worry.

28% **5. Final project:** In lieu of a traditional final (test) exam, you will complete a final project in which you will be tasked with “developing something” theoretically sound to “do something.” I will begin discussing the final project in September to provide adequate time to think, prepare, and “do something.” More specific information will be found on Blackboard.

Withdrawal and Attendance policies:

Harlaxton College expects regular class attendance by all students. Students are considered sufficiently mature to appreciate the necessity of regular and punctual attendance, to accept this personal responsibility and to accept the consequences of failure to attend. When absences occur due to emergency or medical reasons, students are expected to notify their instructors of the absence prior to class or to seek the assistance of the College nurse or a member of the Student Experience Team for help in notifying instructors.

Instructors have the authority to grant excused absences for medical, psychological, or personal reasons upon review of appropriate documentation and professional recommendation supporting such a request. In the event of long-term illness, reasonable accommodations will be made to allow a student to complete a course. In these cases, the Dean will need to approve the long term nature of the accommodation.

The Dean of Harlaxton College has the authority to grant excused absences for medical, psychological, or personal reasons.

Each instructor is expected to maintain an attendance policy in keeping with the nature of the Harlaxton program and may consider it in evaluating performance in their courses.

Policy Governing Unexcused Absences:

Harlaxton College operates an attendance policy that is binding on all faculty and students. The number of unexcused absences that are allowed before incurring a penalty is related to the number of times a class meets each week. For courses which meet three times a week, students are allowed a maximum of three unexcused absences during the semester without attracting penalty points. For courses meeting twice a week two such absences are permitted, and for courses meeting once a week a single absence is allowed. Additional unexcused absences will attract a grade penalty. The penalty for unexcused absences will be a full-letter grade deduction.

Policy Governing Excused Absences.



- Excused absences are not given to facilitate student travel independent of College-sponsored travel.
- Students may be permitted to miss class because of participation in academic field trips.
- Instructors must co-ordinate and confirm academic fieldtrips with the Dean, prior to the commencement of the Semester to ensure their inclusion in the Semester timetable.
- Where authorization for an academic fieldtrip is requested after the commencement of the semester, the request must be submitted to the Dean.

The following information is required:

- Purpose and brief description of the official Harlaxton event or academic fieldtrip.
- Dates, location, and times (as applicable).
- Alphabetical list of students involved [Last Name/First Name] along with their student identification number.

If approval is granted:

- Instructors affected will be notified at least one week prior to the class period during which absence is anticipated, or as soon as possible.
- Missed class time due to student participation is to be considered an excused absence.
- The grade of a student may not be lowered in any class due to excused absences.
- It is the student's responsibility - to take the initiative by consulting with their instructors before the absence occurs, and - to do what is required by the instructor to make up all missed assignments and/or examinations.
- Instructors are required to assist students in these occasional situations of excused absences.

Honor Code:

All students at the University of Evansville agree to the University honor code: *I will neither give nor receive unauthorized aid, nor will I tolerate an environment that condones the use of unauthorized aid.*

AI may be used only with prior permission or direction by the instructor.

- All work submitted in this course must be your own.
- The use of generative AI composition tools, such as those offered by ChatGPT, Google Bard etc. is prohibited in this course except for specific assignments and subject to the instructor's guidelines.
- Work generated by such tools without proper attribution is plagiarism and, thereby, a breach of the University's Plagiarism and Academic Honesty policy.

Disability Policy:

It is the policy and practice of the University of Evansville to make reasonable accommodations for students with properly documented disabilities. Students should contact Disability Services within the Office of Counseling Services by calling 812-488-2663 to seek services or accommodations for



disabilities. Written notification to faculty from Disability Services is required for academic accommodations.

The University of Evansville Disability Services office will share the request for academic accommodations with the Academic Support team at Harlaxton College. Staff members at Harlaxton will meet individually with students to discuss needs and provide additional information related to examinations or other assessments.

Students from partner institutions should provide the appropriate letter of accommodation from their institution to the Academic Support team at Harlaxton College.



Non-Discrimination Statement

The University of Evansville expects all members of its community to treat each other with respect and civility. Harassing behaviors directed towards any member of our community will not be tolerated. As part of its commitment to non-discrimination, the University specifically prohibits harassment based on any other characteristics set forth in its nondiscrimination statement as follows: including race, color, gender, gender identity and expression, sexual orientation, creed or religion, national origin, age, disability, veteran status and all federally protected groups/classes. Any form of harassment undermines the mission of the University and negatively impacts the University community as a whole.

Prohibited Conduct and Confidentiality

The University of Evansville is committed to fostering an atmosphere free from harassment and discrimination. This commitment includes identifying problems that may lead to sexual harassment and misconduct, as well as other forms of harassment and discrimination, by creating an atmosphere in which the entire University community is sensitive to preventing prohibited conduct. Additionally, the University is committed to providing support and resources to individuals who have experienced prohibited conduct. This commitment includes effectively responding when a student, visitor, guest or program participant is the victim of prohibited conduct.

All campus employees, students, and guests are required to abide by the Title IX and Other Sexual Harassment and Misconduct Policy, the Harassment and Discrimination Policy, and the Consensual Sexual or Romantic Relationships Between Employees and Students Policy. Violation of these policies could result in disciplinary action, up to and including expulsion for students and termination for employees.

Faculty members at the University of Evansville are considered “Responsible Employees” under the applicable federal guidelines and the University’s policies. This means that I am unable to offer you confidentiality if you report any incidence of prohibited conduct to me as defined by Title IX statute. If I am made aware of a violation, I am required to report any known information to the Office of Institutional Equity.

You may choose to report the violation yourself the following ways:

Email: · Annie Sills, Assistant Director of Institutional Equity and Title IX Coordinator:

cs175@evansville.edu ·

Keith Gehlhausen, Executive Director of HR and Institutional Equity: kg77@evansville.edu ·

Title IX: titleix@evansville.edu

Phone: 812-288-5261



Online: <https://www.evansville.edu/safety/report.cfm>

You may also choose to speak with a Confidential Resource. Confidential Resources are required to maintain confidentiality and cannot report violations to the Office of Institutional Equity:

University of Evansville

- Counseling Services: counselingservices@evansville.edu, 812-488-2633
- Health Center Professionals: healthcenter@evansville.edu, 812-488-2033
- University Chaplain: chaplain@evansville.edu, 812-488-5262

Harlaxton College

- College Nurse: Lesley Selby, RGN, +44 01476 403027, lseyby@harlaxton.ac.uk
- Counselling Services: counselling@harlaxton.ac.uk