

Psychology of Race & Racism

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Required Texts:

1) *Social Psychology of Prejudice* (2002); by Melinda Jones.

This textbook focuses on psychological and scientific research on prejudice, stereotypes, and discrimination.

2) *"Why are All the Black Kids Sitting Together in the Cafeteria?" And Other Conversations About Race* (1997 paperback with epilogue in 2003); by Beverly Daniel Tatum, Ph.D.

This wonderful book tackles the psychology of racial identity, racism, and the difficulty of even talking about race. The main focus is on Blackness and Whiteness, but Tatum also addresses Latina(o), American Indian, Asian Pacific American, & Multiracial identity.

3) *White Privilege: Essential Readings on the Other Side of Racism* (2005); by Paula Rothenberg. "This book brings together key essays & articles that seek to make whiteness visible, to analyze the nature of white privilege, and to offer suggestions for using that privilege to combat racism" (p. ix).

4) **WebCT readings**- required readings will be available online through the course website on WebCT.

Course Description:

* **Purpose:** Categorizing individuals on the basis of "race" and ethnicity, has interfered with basic human understanding and interactions across these artificial boundaries. In this course, we will explore psychological and social issues related to racial categorizations from a historical and social psychological perspective. It is not enough to learn what happened in the past. We must also recognize what is happening in the present and what we can do to make our present and future interactions with all types of people, more accepting and enriching. Because racism runs much deeper than black and white or KKK versus everyone else, we will explore a variety of issues, including additional racial groups, racial identity, and the complexity of everyday racism. A primary goal of this course is to encourage and aid the development of critical thinking and analysis of the messages we all receive about various races, including our own. I hope that you will derive personal benefits from this class and better your understanding and acceptance of yourself and others.

* **Social Psychological Perspective:** Although based in psychology, this course is taught from a social psychological perspective, and therefore draws from both psychology and sociology. Social psychology considers the individual as well as broader social systems such as media, family, educational system, government, etc. We will explore how these social institutions influence how individuals (that's you and me) think about race and people from various races. The course is also informed by theoretical advancements from critical race theory and critical white studies.

* Course Goals:

- to make visible the invisible social forces and psychological mechanisms that perpetuate racial oppression;
- to identify "race" as a social construct that we constantly negotiate and reinvent;
- to attempt to deconstruct race by examining inherent hidden assumptions in the construct;
- to explore the possibility of reconstructing race in a different form;
- to critically investigate race and racism from alternative & multiple perspectives.
- to explore the idea of racial privilege & its relationship to racial discrimination;
- to identify possibilities for change at the individual, community, & societal levels.

Course Requirements:

- **Total Points:** There are 500 possible points to be earned for this course.
- **Exams:**
 - ✍ There will be a total of 3 exams this term. Each exam will cover all assigned reading, lectures, videos, and any other class exercises since the previous exam. Exams are not comprehensive, and there is no comprehensive final.
 - ✍ Each exam is worth 50 points; a total of 30% of your final grade. For those of you with test anxiety or who feel tests do not reflect your abilities, this class offers other avenues for increasing your average. Graduate level exams will consist of essay questions. Always bring pencils and pens to class for exams.
 - ✍ **Grade Posting:** After each exam, I will post grades using WebCT. I cannot give out grades over the phone or over email for security reasons.
 - ✍ **Arrive for all exams on time** (if not early). Only students who arrive on time will be allowed to test. Late students disrupt those already testing. Arriving 10 minutes or later after class begins will result in losing points and loss of time to complete the exam.
 - ✍ **Missing an Exam:** Your own sickness that requires a doctor's visit is the only excusable absence. If you fail to take an exam for any excused reason (official documentation must be provided and "excused" is determined by professor), you may take a makeup exam. In order to earn the right to take a make up, you must contact me by phone or email before the date of the exam or by class time on the exam date. That means contacting me the following day is too late. I must have official documentation immediately after an exam has been missed. The professor reserves the right to determine what qualifies as appropriate proof that you could not make the exam. Please note that taking a makeup exam means you will have to arrive when the professor is available. I highly advise not missing an exam. Any student who misses more than 1 excused exam must go through official university channels to make up more the second exam. I can tell you in advance that car problems, sick relatives, and forgetting to study will not be excused.
 - ✍ If an exam or paper due date falls on a student's religious holiday, please notify me in advance so that we can make arrangements. In all of these cases, you may take the exam early before leaving. Telling me you missed an exam for school trips or a religious holiday after the exam will not earn you a makeup. All other reasons for wanting to take an exam early, including vacations, work, or anything else, will NOT be honored. I must follow the same schedule for all students to ensure fairness.

- **Choose your Paper:**

You will choose two of the following options. Each of the two papers is worth 150 points (30%) of your final grade. All papers should be 7-8 pages double-spaced. See WebCT for detailed formatting instructions.

Option A: Family Views of Race

This option requires you to critically analyze your own family members' cognitive frames and views of race and racism. **WARNING-** choose another option if you are unable to deconstruct their responses. If you choose this paper, you will interview or casually talk with people in your family from various generations about their experiences of race in life. Part of the creative & critical thinking portion of this paper will be constructing interview questions addressing various topics with the goal of gathering rich data about each person's views. Begin with a review of racial makeup of your family. Do not assume you know the racial history in your family. Ask around about past generations and any possible interracial heritage. Do they view race as a biological construct? How do they view race relations in the U.S. and the world? What happens when you bring up affirmative action, immigration, or interracial marriage? What messages did you receive about race from family growing up? Where did your family get their information about race, your race, and other races? How might your family's views of race and racism affect your own views and beliefs? How might your family's views impact your interactions with your own race and people outside your race? What did you learn from this paper experience?

Option B: Interview

For this paper, you will interview someone (not in this class) from a race other than your own and different from you in at least one additional social category. Diversity among people across race, nation, ability, culture, sexuality, religion, and class background is infinite. This paper offers a chance to get to know someone from a background other than your own. Identify a person whose self-reported racial identity & one additional identity is different from yours. For example, you might interview someone from a different race & class background or from another race & sexuality. Although two differences is the minimum for the paper, this assignment will teach you the most if you find someone whose background is different from yours in even more complex ways. Part of the creative & critical thinking portion of this paper will be constructing interview questions addressing various topics with the goal of gathering rich data about the person's life circumstances. It may help if you aim to interview someone from generations that were able to witness the civil rights movement in this country. What did you learn from this interview?

Option C: Implicit Associations Test

Choose three race-based Implicit Associations Tests to take online (see WebCT). You must also choose 2 additional tests that assess a form of bias other than race bias (gender, sexuality, ability, etc.). The 2 additional tests must be relevant to the course, so Harry Potter versus Lord of the Rings does not qualify. Be sure to print out the results page for each of the five IAT's you complete and turn them in with the paper. You should read the General FAQ's and the Race FAQ's to learn more about the tests. And you should only take each test once to get your most realistic score. Practicing ways to trick the test will prevent you from learning about your own hidden biases. In the paper, describe your results and explain your scores using concepts and psychological processes we learned about this semester. Your analysis of your test results must illustrate your ability to deconstruct race, racism, and the psychological processes that affect us all. Explain how the IAT works and what the test is designed to measure. Were you surprised or did you predict your results? Do you feel the results are accurate? If yes, why? If not, why not? What types of emotions came up for you taking the tests and when you saw your scores? If we assume the results are correct, how do you feel about the results? How do you feel about sharing these results with members of the groups that were in the test? If a bias was found, where do you think those biases came from (think about what we have learned in class about bias, prejudice, unconscious thought processes, stereotypes, and where we get our beliefs about race)? I am looking for thoughtful answers here, so take some time to think about it. Remember that you took five tests, so as you write your paper, you should refer to all of them throughout. What did you learn from this paper exercise?

Option D: Research Paper

Identify a research topic (get my approval on this) and review relevant research studies in psychology and other social science peer-reviewed professional journals. This paper must follow APA style and include a minimum of 10 journal article sources. You should have 10-12 articles to write your literature review. In addition, you must form your own arguments based in the research. Your own voice should come through. If you do not already own the APA manual (fifth edition) I strongly urge you to make that purchase now.

VERY IMPORTANT: Turning in your paper: Your paper must be uploaded into WebCT by 4:00pm on the due date. The paper must be saved in Microsoft Word for me to read it. You must also bring me a paper copy to class on the due date. Any papers uploaded onto WebCT after 4:00pm on the due date will lose points based on the amount of time late. You will lose up to 10% for each calendar day late (including weekend days and holidays). If you upload the paper onto WebCT, but fail to bring me the hard copy, you will lose points. Any computer problems you may encounter that prevent you from uploading this paper on time will not be excused.

- **Response Papers:** Previous students rated these papers highly and reported they felt this requirement better prepared them for class and exams. You will earn up to 50 points (or 10%) of your final grade by completing seven response papers. You choose the weeks you prefer. Each typed response paper (uploaded into WebCT) must consist of one thoughtful question inspired by the reading for that week, 3 main new perspective points from the readings and one concrete example of how you can use the information in the readings to create social change. Your thought question, 3 main points, and action item should show that you have read and comprehend the

assigned materials for that week. Your question should not be one that is answered in the reading. Your goal is to go beyond the readings and develop a question that was inspired by those readings. Your 3 main points should illustrate that you understand the author's point and that you can contribute insight provided by a critical analysis. It may help to ask yourself, "how does these readings provide a new way of looking at this topic/issue?" You may list the 3 main points in bullet form.

Each response paper will be graded on a 0-7 point scale.

6-7 = outstanding; thoughtful question & main points that invite analysis, synthesis, evaluation, or makes connections between current readings or to previous weeks' readings. Action item successfully connects readings with your own life.

4-5 = good; goes beyond the readings, but prompts little discussion.

3 = average; may be missing portions of the answer

2 = poor; confusing/unclear question or main points or question can be answered by readings.

1 = turned in on time, but many portions missing

0 = late or did not hand in at all; did not attend class.

Common Mistakes:

Overall, the most common problems with the questions were that they

- 1) could be answered in the readings,
- 2) they were so general, they could be used for any of the weeks of the course, and therefore did not really demonstrate that the student had read the current readings,
- 3) were unclearly worded or confusing, or
- 4) did not connect the readings to one another.

The most common problems with the main points were that they

- 1) were phrases that did not communicate what idea the student was getting at,
- 2) contained unclear or confusing wording,
- 3) related only to the discussion question that was written and therefore did not show you had done the broad spectrum of reading,
- 4) were only on one topic,
- 5) contained definitions of terms, but did not convey how the authors shed new light on a particular issue or topic, or
- 6) contained portions of quotes and more of the sentence needed to be quoted for clarity.

There were also far too many papers with spelling and grammar errors.

Only papers turned in on time through WebCT by class time, 4pm Tuesdays are graded.

Late papers will not be graded.

• **WebCT Course Website:** The course website may be accessed by visiting <http://courses.uhcl.edu:8900>. This site provides course information including syllabus, syllabus changes, announcements, assignments, contact info for Dr. Case, your grades, and links to interesting articles and relevant websites. Course announcements will be posted regularly on WebCT, so you should check the site at least 4 times a week and always on class day.

Details on how to login to WebCT will be passed out in class. If you have never used WebCT before, get going right away because you will be left behind in this course if you are not aware of

what is happening on WebCT. WebCT is not optional in this course, it is required. If you are unable to successfully login using the student guide given out in class and the online help, the WebCT technical staff on campus can be reached at 281-283-2828 [UCT Support Center].

• **Extra Credit Online Discussions:** You may earn a maximum of 8 extra credit points by engaging in weekly WebCT discussions with your classmates and professor. Each week, I will post one or more questions that you may respond to with thoughtful, appropriate, and grammatically sound arguments. If your post goes beyond opinion and demonstrates your critical thinking skills and ability to incorporate course materials into your response, you may earn a point for the post. You may earn only 1 point per discussion question, but please feel free to repost and respond to others as you engage in discussion. I reserve the right to remove any posts deemed inappropriate, unprofessional, or attacking. Please remember that people tend to forget their manners when posting electronically, so be aware that you should not submit anything you would not be willing to say in person.

Grading Policy:

Point Breakdown of Final Grade

Essay Exam 1	50	Paper 1	150
Essay Exam 2	50	Paper 2	150
Essay Exam 3	50	Response Papers Total	50
Total Possible Points:	500	(extra credit max of 15 points)	

Final Course Grades by Points

A	463.0-500	C+	385-397.9	D+	335.0-347.9
A-	448.0-462.9	C	363.0-384.9	D	313.0-334.9
B+	435.0-447.9	C-	348.0-362.9	D-	298.0-312.9
B	413.0-434.9			F	0-297.9
B-	398.0-412.9				

Factors that do NOT influence grading or your final grade:

- How badly you need to a certain grade to graduate
- How many times you have taken the course in the past
- How much you feel you deserve a certain grade
- How much and how often you beg me for extra points
- How much time you put into studying (see below)
- How hard you worked on the portfolio (see below)

Factors that do influence your final grade:

- Total points you have at the end of the semester
- Quality of work you have done up to that point (studying many hours may not actually lead to a high grade if you are studying the wrong material or if your study habits do not help you retain information)
- Ability to show (on exams & papers) that you have mastered the concepts & can apply them to real life

• Study Habits of the Successful Student:

- ☺ Students who are interested in doing well in this class should come to every class having read the assigned material in advance. Taking good notes during class, including during videos, and then reviewing the text and notes each day is recommended. This is a very fast paced course covering a lot of material. Therefore, waiting until 2-3 days before an exam to begin studying will make it difficult to pass. I highly recommend making your own note-cards to study definitions and the various research studies as you go (not at the last minute).
- ☺ Although, what I cover in class deserves priority when studying, remember to pay attention to material covered in the assigned reading that I do not go over in class. If the page numbers are listed as reading for the course, it may be on an exam. Also remember that if I cover a particular topic in class, you are still required to read about it in the text. The book may go into more detail than I am able to cover in our limited time together.
- ☺ You should spend 3 hours outside of class for every hour spent in class. That translates to studying a minimum of 9 hours per week on your own. I realize that may be impossible, but shoot for it anyway.
- ☺ **Plan Ahead!!** Study as you go instead of at the last minute!
- ☺ Do not wait until the third month of class or the end of the course to discuss problems you are having in the course. Procrastination will only make it harder to bring your grade up.

Course Schedule:

Aug 22, Week 1

Welcome; Extra Credit; Day One Activity

Aug 29, Week 2

Jones: Chapters 1 (all), *Intro to Prejudice & Discrimination*

Chapter 2 pp. 23-33, *Racism*

Tatum: Introduction & Chapter 1, *Defining Racism*

Chapter 10, *Embracing a Cross-Race Dialogue*

Sept 5, Week 3

Jones: Chapter 3 pp. 49-66, *Values & Prejudice*

Chapters 4 (all), *Stereotyping & Categorization*

Sept 12, Week 4

Jones: Chapters 5 (all), *Individual Differences in Prejudice*

Chapters 6 (all), *Intergroup Relations*

Sept 19, Week 5

Jones: Chapters 7 (all), *Stigma & Identity*

Tatum: Chapter 2, *The Complexity of Identity*

Chapters 3-5, *Understanding Blackness in a White Context*

Sept 26, Week 6

4pm Exam 1 (covers weeks 1-5)

Oct 3, Week 7

Tatum: Chapters 8-9, *Beyond Black & White*

WebCT Readings: Identity and Experiences

Oct 10, Week 8

Tatum: Chapters 6-7, *Understanding Whiteness in a White Context*

Rothenberg: Introduction & Part 1: Chapters 1-3, *Whiteness: The Power of Invisibility*
Part 2: Chapters 1-5, *Whiteness: The Power of the Past*

Oct 17, Week 9

Rothenberg: Part 3: Chapters 1-5, *Whiteness: The Power of Privilege*

Part 4: Chapters 2-3, *Whiteness: The Power of Resistance*

WebCT Readings: White Benefits & Costs

Oct 24, Week 10

WebCT Readings: Latina/o Experiences & Immigration

Oct 31, Week 11

4pm Exam 2 (covers weeks 7-10)

Nov 7, Week 12

WebCT Readings: Hate Crimes & Genocide

NO face-to-face meeting

Web assignment through WebCT will serve as class this week

Nov 14, Week 13

Paper 1 Due 4pm

WebCT Readings: Indigenous and Native Peoples

Take Native IQ quiz online before class

Nov 21, Week 14

WebCT Readings: The Middle East, Palestine & Israel

Guest Speaker- Dr. Mike McMullen, Sociology & Cross-Cultural Studies

Nov 28, Week 15

Paper 2 Due 4pm

WebCT Readings: Healing Racism & Working for Change

Guest Speaker- Cherry Steinwender, Center for the Healing of Racism

Dec 5, Finals Week

4pm Exam 3 (covers materials for weeks 12-15)

Class Policies:

* **Open Minds & Mutual Respect:** Throughout this course, we will be discussing a variety of socially sensitive and controversial issues, and you may have strong feelings and attitudes about some of them. Thus, it will be extremely important to keep an open mind, to listen to others' viewpoints, and to tolerate (but you may challenge) a different opinion than your own. In an academic environment, we all need to stay focused on maintaining a respectful classroom where everyone can share without fear of being laughed at or ridiculed. You are very free to disagree with each other. In fact, I encourage a variety of opinions (so if yours is not being stated, please speak up). However, you can disagree without insulting any individual. Saying one position is ridiculous or that an individual who holds a view is stupid (or some other insult) will not be tolerated in class. In addition, confrontational or argumentative behavior will not be tolerated. Rude behavior such as hostile tone of voice, interruption, or snide remarks while others are speaking is unacceptable.

In addition, please help us have a productive discussion by raising your hand instead of interrupting and yelling out your viewpoint. If you have participated and your point has been made, there is no point in dominating discussion to say the same thing again. If you have something new to add, please do so. Thank you for following these guidelines. I hope they will help us work toward respectful engagement with the material.

* **Additional Class Etiquette:** Cell phones and pagers should be turned off during class. They can be quite distracting for other students. I expect that students refrain from having personal conversations during class.

* **What to Expect:** If you expect or are used to a course that is strictly lecture style, this course is different because it incorporates more activities, videos, and group work. With less lecture time, reading and studying the text material will be something you are expected to do on your own because we will not be going over all of the reading in class. For many of you, this course will present information that challenges your assumptions about women, men, gender, race, sexuality, and society at large. With that said, you should all expect to be frustrated at some point in the semester. This is difficult material that may stir up a range of emotional reactions. Those reactions may help you understand yourself and others in a more complex way. Whatever reactions you have to material presented in the readings or in class can tell you the most about the psychology of race and other social inequalities. Ask yourself "Why am I feeling this way?" I also encourage you to come and talk to me about what feelings come up for you throughout the course. I can guarantee you are not the first person to feel that way. Some of the most angry and frustrated students who took the chance to come and talk with me told me they only wished they had visited me sooner.

* **Questions:** If you find you have questions about anything concerning the course, the answer can probably be found in the syllabus or on WebCT. If you do not check WebCT frequently, you may have to read through old announcements to find the answer. Or you may need to look in other areas such as Course Information or Assignments. Please use these resources to your advantage. They have all been put together to provide you with answers to questions that I could anticipate. Emails

that ask for information that is already available to you only indicate that you are not keeping up with WebCT and the syllabus. If you search and can find no answer, please email me because you are probably not the only one with that same question, and I need to know if I am confusing everyone.

* **Incompletes & Withdrawal:** Incompletes are not an automatic in this course. Please note that I will only grant an "I" in rare & unusual circumstances. If you do not officially withdraw from the course, but stop coming to class, you will earn an "F" for your academic record.

* **Academic dishonesty:** Academic dishonesty in any form will not be tolerated in this class. Plagiarism of any type will result in an F in the course regardless of how much coursework has been completed up to that point. Copying the work of another or paraphrasing another person without proper citation is plagiarism. You are responsible for knowing the standards of academic honesty. Please refer to the UHCL catalog and the Student Life Handbook for the University Academic Honesty Policy. Plagiarism, that is, using research without citations, or using a created production without crediting the source, will result in a grade penalty or failure of the course.

* **Disability Services:** The mission of Disability Services is to ensure that students with disabilities have access to all of the programs and activities. Disability Services requires an initial meeting with new students to review individual needs and the appropriate documentation required to identify the services and accommodations they can offer. All services are provided to allow students with disabilities an equal opportunity education.

Student Services Building, 1301; 281-283-2626

URL: www.uhcl.edu/disability

* **The Writing Center:** This is an instructional facility designed to provide all university students with peer tutors to help with their writing projects. They will work with students on any type of writing task; however, they do not provide editing service. Students must bring their own papers to their meetings and are responsible for the quality of their final products. Peer tutors will work with students at any stage of the writing process: from idea generation to style, grammar, and editing strategies. Student Services Building 2105; 281-283-2910

* **Counseling Services:** Short-term individual counseling sessions, seminars, workshops and small group experiences are available to help students grow toward personal, academic, and personal goals. Most services, including individual and group counseling, are free of charge. All counseling services are strictly confidential. SSB 3103; 281-283-2580

***Please note that changes to the syllabus may occur at the instructor's discretion and will be announced in class or on WebCT.

You will be responsible for any changes***