
PSYCHOLOGY 270: PSYCHOLOGY OF DISCRIMINATION (3 SS/ES CREDITS)

FALL 2018

Instructor: Dr. Sandy Neumann

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Prerequisite: Completion of PSY 201 or 202 w/C- or better or by consent of Dr. Neumann.

“Those who profess to favor freedom, and yet deprecate agitation, are [people] who want crops without plowing up the ground....This struggle may be a moral one; or it may be a physical one; or it may be both moral and physical; but it must be a struggle.”

~Fredrick Douglass~

(as cited in Derman-Sparks & Phillips, 1997, p. 99)

Required texts:

Reason, R. D., Broido, E. M., Davis, T. L., & Evans, N. J. (Eds.) (2005). *Developing social justice allies: New directions for student services*. San Francisco: Jossey-Bass. (ISBN: 0-7879-8077-3)

Tatum, B. D. (2007). "Why are all the Black kids sitting together in the cafeteria?" And other conversations about race. New York: Basic Books. (ISBN: 978-0-465-08361-9)

Additional readings posted to D2L

Recommended text:

Schwartz, B. M., Landrum, R. E., & Gurung, R.A.R. (2014). *An easy guide to APA style* (2nd ed.). Thousand Oaks, CA: Sage. (ISBN: 978-1-4522-6839-2)

Welcome to the world of Psychology of Discrimination!

Technically, the study of prejudice and discrimination is an area within the subfield of Social Psychology. Globally speaking, the study of prejudice and discrimination has the potential to span across all areas of psychology, and (in my world) all disciplines that study humans or have humans studying that discipline. We will begin our exploration of the psychology of prejudice and discrimination with the study of **why humans have issues with people who are different from them**. We will then move on to investigate how to minimize or erase prejudice.

Course format

I will try to make our class sessions as interesting and invigorating as possible. I will utilize lectures, in-class demonstrations, small group discussions and other activities to accomplish this. I only ask that you make a contribution as well to help make this a class that you would want to come to.

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Learning outcomes

After taking this, course students will be able to:

1. Acknowledge and describe their own cultural background and levels of intercultural awareness.
2. Recognize and use vocabulary related to both psychological research methods and the subfield of social psychology/prejudice and discrimination. Specifically, students will be able to define stereotyping, prejudice, discrimination, oppression, “isms”, privilege, and social justice, explain the distinctions among these terms, and identify examples of each.
3. Use disciplinary skills/conventions to analyze current events relevant to prejudice, discrimination and social justice.
4. Identify in a peer-reviewed research article the hypothesis/purpose/question, research strategy(ies), data collection strategy(ies), independent/dependent/main variables, and operational definitions for main variables.
5. Interact with people from different backgrounds in a manner that recognizes differing intercultural experiences.

Some other expectations

Welcome to the academy – a community of scholars and learners! The standards have now been raised and, accordingly, so have the expectations of personal and academic behavior. So that we are “on the same page”, what follows are some expectations that I have for you as burgeoning scholars, as well as what you can expect from me.

What I expect from you as a student in my class:

- You will conduct yourself as a ***mature adult***, ready for a college education. Engaging with the material, asking questions, taking lecture and reading notes are just a few examples of the behavior that is expected. Behaviors such as engaging in side conversations, sleeping, and/or disrespecting any member of this class will not be tolerated. If you act like an adult, I will treat you as such; if you act like a 5-year old...
- Although laptops and tablet computers are welcome in this classroom for the purposes of class-related work (e.g., note-taking, accessing readings), mobile/smart phones are not. Furthermore, I expect that you will turn off these devices to prevent them from disrupting class. If an outside commitment (e.g., first responder duties) mandates that you have a phone on and ready, then be sure to inform me ASAP.
- You will conduct yourself in an ***honorable manner*** when completing exams or any other form of work that will be individually evaluated. For more information, particularly with regards to cheating and plagiarism, please see the Code of Conduct in the Student Handbook.
- You will not buy into the myth that it is my responsibility to pass you or to keep you from failing. Whether you pass or fail is up to you.
- That you will answer, for yourself, questions like “Why is this topic important?” Or, “How is this topic applicable to my life?” Or “What do I need to learn or want to learn?”

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What you can expect from me:

- I will come to class prepared to teach you to the best of my ability.
- I will answer your questions to the best of my ability.
- I will prepare and grade assignments in an objective manner.
- I will make every attempt to engage you in your learning.
- I will take seriously my responsibility to help you acquire and develop the skills needed to be successful in this course, and to give you opportunities to show that you have mastered the content of this course.
- I will contribute to a respectful learning environment. All students will be treated in a fair and respectful fashion in my classroom. Differences based on social identities such as ability, age, country of origin, ethnicity, gender, gender expression, first language, philosophical and political ideology, race, religion, sex, sexual orientation, and social class are welcomed and honored in my classroom.
- I will typically intervene during a group discussion only if 1) inaccurate information is being portrayed as fact, 2) comments from a classmate compromises the learning of another classmate, or 3) classmates appear to be getting extremely agitated or frustrated. I will not intervene if the conversation turns difficult unless specifically asked.

Assistance for students

If you are in need of immediate access to food, the campus maintains a small food pantry that you can access with no questions asked. It is located in Rm 136A (in the lower hallway of the Leopold science building). Simply stop by and take what you need. Students needing emergency menstrual supplies can go to Laurie Petri in the Library or Dr. N to access them. No questions asked.

Accommodations for students with Learning Disabilities

Students with a diagnosed learning disability and a UW Accommodation Plan may request applicable instructional and testing accommodations. Requests made with an appropriate amount of notice will be honored. See D2L for the form to request accommodations. The following accommodations are provided on this campus:

Instructional and Campus access services

Preferential seating
Taped lecture
Note taker
Audio textbooks
Enlarged print
Accessible parking
Priority registration
Sign language interpreter
Braille materials
Lab assistance
Library assistance

C-print captioning
Accessible furniture

Testing support services

Extended time
Minimal distraction
Reader
Scribe
Enlarged print
Braille
Access to adaptive software or equipment

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Academic misconduct policy

- Any student found to have engaged in academic misconduct on an exam or quiz, as defined in UWS 14.03, will be failed for that quiz or exam (as allowed by UWS 14.04) and the disciplinary process specified in UWS 14.06 will be followed.
- Any student found to have engaged specifically in plagiarism will be given the opportunity to repeat the work to be graded on its merits [UWS 14.04 (c)] and a written reprimand will be placed in the student's disciplinary file [UWS 14.04(h)].
 - Although there are as many ways to plagiarize as there are students, some common examples include an inappropriate number of properly cited direct quotes, sloppy citation format, incorrect citation format, un-cited use of another's work, and purchasing another's work.
- Any student found to have engaged in subsequent acts of academic misconduct, further disciplinary sanctions [e.g., UWS 14.049(f) & (g)] will be pursued.
- Every student has the right to appeal any disciplinary sanction. Please refer to UWS 14.05 and UWS 14.06 for details.

IGNORANCE OF PLAGIARISM AND/OR PROPER APA STYLE WILL NOT BE ACCEPTED AS AN EXCUSE. WE WILL DISCUSS WAYS TO AVOID PLAGIARISM AND REVIEW APA STYLE, BUT IT IS YOUR RESPONSIBILITY TO SEEK CLARIFICATION IF NEEDED.

Graded opportunities

1. Attendance **39 points possible (26 classes @ 1.5 points per class)**
Starting in Week 2, you will earn points toward your final grade by attending class. You may miss two classes without penalty.

You will earn points for:

- ✓ Arriving on time
- ✓ Sleeping in class (but I will make fun of you)

You will NOT earn points for:

- ✓ Arriving late (5+ minutes)
- ✓ Leaving early (5+ minutes)
- ✓ Using a mobile device during class or an exam

- Absences due to the following reasons (if properly documented) are considered excused and you will not lose points: military service, jury duty or other subpoenaed court appearance, inclement weather/college closing, religious observances, federally-protected medical procedures, transfer institution orientation, pregnancy-related complications, and childbirth. It is your responsibility to inform Dr. N of such absences.
- You will lose points for, among other things, travel for events (e.g., music, art, sporting), illness and doctor's appointments.

2. Engagement **50 points possible (10 @ 5 points each)**

Being a warm body in the classroom is only part of being a successful college student. Your final grade will be influenced by your ability to meet (or not) the expectations specified above. You will demonstrate this by discussing your engagement during 10 randomly selected days.

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3. **Reflections** ***100 points possible (10 @ 10 points each)***
You will earn points toward your final grade by completing a typed 1-2 page reflection of 10 readings of your choice. Class discussions will revolve around these reflections. Additional details are available in a separate handout.
4. **Papers** ***125 points possible (3 papers @ 25 pts each, 1 @ 50 pts)***
You will earn points toward your final grade by writing a series of four papers. The first three will be 2-3 pages long, and the last paper will be 3-5 pages long. Additional details are available in separate handouts.
5. **Extra credit** ***Up to 20 extra credit points toward your final grade***
 - ✓ Holy days: Investigate the religious holy days listed in D2L; write a 1-2 paragraph summary of it, ending with a 1-paragraph overview of how this holiday relates to any holy day with which you are already familiar; turn in your paper to D2L.
 - ✓ Other extra credit opportunities will be offered at a variety of times throughout the semester.
 - ✓ Asking me a question that can clearly be answered by having read the syllabus will result in 1 extra credit point being deducted.

Late and Make-up policy

- **Class notes**: It is your responsibility to find out what you missed. Check D2L or a peer.
- **Attendance points**: Points for excused absences will not be deducted if the absence is documented. See above for a list of excusable reasons.
- **Engagement points**: Engagement sheets will be distributed randomly throughout the semester. If you miss a day when an engagement sheet was assigned, then you cannot make it up because you missed the information with which to engage.
- **Reading reflections**: Because you choose which readings to reflect on, there is no one specific deadline to violate. However, reflections are due in class on the day we discuss the reading you reflected on. They will not be accepted at any other time.
- **Late days**: Every student starts the semester with a 5-day grace period. These 5 days are yours to use (or not) for any regular or extra credit assignment, or spread out to be used for all assignments. For example, if you turn in paper #1 three days late & paper #2 two days late, there is no point deduction. But once all 5 days are used, no other late assignments will be accepted. Please plan wisely.
 - The first late day begins immediately after the class period in which the assignment was due.

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Final grades

Grade	% of total points	Grade	% of total points
A	100% - 93%	C+	79% - 77%
A-	92% - 90%	C	76% - 73%
B+	89% - 87%	C-	72% - 70%
B	86% - 83%	D+	69% - 67%
B-	82% - 80%	D	66% - 63%
		D-	62% - 60%
		F	59 % and below

Course statement of respect for others:

I am a “diversity psychologist”. This is not a traditional sub-field in psychology – it is a given in the field of psychology. Remember: Psychology is the scientific study of humans. All humans, not just select groups of humans that look like us or those with whom we feel most at ease.

Although typical societal and academic discourse about “diversity” focuses almost exclusively on race or gender, we will strive to expand these horizons. Diversity with regard to social identities logically begins with those differences that are readily apparent (e.g., race, gender, sometimes physical ability). But what is often lost is that diversity, by its very definition, is DIVERSE. To that end, I will encourage investigations of a variety of social identities.

As such, it is important to construct a classroom environment that is respectful of and conducive to the learning of ALL THOSE PRESENT. In our efforts to respect and honor each other’s experiences, our guiding mission will be to treat all members of this class, representing diverse backgrounds and social identities including those most saliently based on ability, age, country of origin, ethnicity, gender, gender expression, first language, philosophical and political ideology, race, religion, sex, sexual orientation, and social class, or any other difference, in a fair and respectful fashion. All opinions will be respected in this class. But those that serve to marginalize any person or group – intentionally or unintentionally – will be challenged.

The world according to Dr. N

This course has the potential to be a powerful experience for all of us and, as much as I try to be “objective” in my presentations, my own biases will likely be expressed this semester. So that I don’t shock you with my liberally-biased, research-based opinions, I feel it is my responsibility to share some of my world views with you right up front. So here is part of my philosophy about diversity and the world at large (in no particular order):

- People belong to a variety of social groups based on, among many other things, ability, age, country of origin, ethnicity, gender, gender expression, first language, parenting status, philosophical and political ideology, race, relationships status, religion, sex, sexual orientation, and social class.

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- I see the world through the lens of a physically-abled, middle-aged, American-born, White European American, woman who does not always conform to traditional gender norms, English-speaking, part-time mother (who co-parents with my ex-domestic partner and her husband who is my child's step-parent), politically liberal, White, single, sometimes-Pagan, female, Lesbian, and barely middle-class person.
- Social groups exist in relative positions of power to each other. There is a hierarchy of acceptance and hatred in our society (e.g., it is less acceptable to be a racist than to be a homophobe).
- While we may belong to these social groups, we may not actively and positively claim identities to these groups, largely because...
- ...within each social group, there are hierarchies of power based on specific categories to which one belongs (e.g., male versus female).
- There is rarely a simple solution or answer because the world is complex. This complexity is nothing to shy away from. Rather, it should be engaged.
- There is no one single truth. We all have truth within us. My job is to find my truth and express it in a respectful fashion.
- Empirical evidence can and should influence us in our pursuit of our own truth.
- I do not decide what thoughts, feelings, and behaviors are "bad" or "wrong." Instead, I believe that some thoughts, feelings, and behaviors serve the greater good and some do not.
- I believe that people are inherently good and wish good will to others. I believe that being educated and aware can enhance our ability to support others and their dreams.
- I believe that prejudicial thoughts and discriminatory behaviors exist and are firmly entrenched in our society. We all have the potential to engage in such things and we all can suffer the consequences.
- There are people in this world who engage in prejudicial thoughts and discriminatory behaviors toward people who they perceive as belonging to certain groups. Some people who engage in prejudicial thoughts and discriminatory behaviors are unhappy and/or uneducated. Others just are...
- It is better to ask another person about their reality than to force my interpretation of their reality on them.
- My soul's purpose as I understand it is to work for social change, to make my world a better place for all people (regardless of group membership and identity) and all animals.
- I cannot change you and you cannot change me; I can only change myself and only you can change yourself.
- I can respect anybody's thoughts, feelings, and behaviors as long as they do not work against my right to a happy, well-adjusted and peaceful existence.
- I think that we all can grow from being challenged to think in different ways and to take different perspectives – do not take this personally if I challenge you in this way. Challenges to our belief systems are a part of the educational process and forces us to become clearer about our own positions and assumptions.

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Course Schedule			
Week	Date	Topic	Reading Assignment
Situating this Course & Current Events			
1	9/5	Introductions & Situating this course	
2	9/10	Conceptual foundations	Hardiman & Jackson (2007) Tatum (2007), C. 1
	9/12	Diversity Dialogues: Commonalities, Small group commonalities Identity wheel & Social identity groups	
Unit 1: Identities			
3	9/17	Current events Social identities from Psychological & Social Justice perspectives Diversity Dialogue: Group memberships	Bring in information about a relevant current event Sokol (2009) Hardiman & Jackson (1997)
	9/19	The complexity of identity: Intersectionality Video: The urgency of intersectionality	Tatum (2007), C. 2
4	9/24	White racial identities Research focus: Quantitative & Qualitative methods	Dottolo & Stewart (2013)
	9/26	Creating title pages in APA style Claiming identities & "Doing" identities	Rich (1979)
5	10/1	Understanding Blackness in a White context	Tatum (2007), Part 2
	10/3	Understanding Whiteness in a Black context Diversity Dialogue: Hard moments Identity autobiography paper due by 5pm	Tatum (2007), Part 3
6	10/8	Beyond Black & White Diversity Dialogue: Seven Corners	Tatum (2007), Part 4
	10/10	Diversity Dialogues: I am/I am not, Identity & Stereotype	No reading
7	10/15	Guest speaker from Wood County Health Department on QPR: Suicide awareness & prevention Video: The Bridge	No reading
	10/17	Reading academic sources & APA primer and/or refresher (References & citations)	Notes on D2L Jordan & Zanna (1999)
Unit 2: Psychological Processes			
8	10/22	Social categorization and stereotypes	Wong et al. (2012)
	10/24	Prejudice & Discrimination Research focus: Hypotheses, purposes and questions	Greenwald & Pettigrew (2014)

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9	10/29	Privilege & Oppression Diversity Dialogue: Acknowledging privilege	Launius & Hassel (2015)
	10/31	Microaggressions Diversity Dialogue: Biased language Diversity Dialogue: Facing oppression	Sue et al. (2007) Nigatu (2013)
10	11/5	Individual differences: Authoritarianism & Social dominance orientation	Assigned reading in D2L
	11/7	Effects of oppression on the oppressed Diversity Dialogue: Inclusion/Exclusion Research focus: Interaction effects	Fryberg et al. (2008)
11	11/12	Effects of oppression on the oppressor Diversity Dialogue: Negatively responding Video: How economic inequality harms societies	Issac (2018) Crosley-Corcoran (n.d.)
	11/14	Video: 40 years later Lived Experiences paper due by 5pm	
Unit 3: Working for Change			
12	11/19	Going home for Thanksgiving	Eng (2001)
	11/21	No class – Thanksgiving break	
13	11/26	What is an ally? Video: Creating conversations Research paper due by 5pm	Ayvazian (1995)
	11/28	Nuts & bolts of being an ally Video: How to overcome our biases? Walk boldly toward them	Neumann (2009)
14	12/3	Perceptions of allies	Brown & Ostrove (2013)
	12/5	Racial justice allies	Reason et al. (2005)
15	12/10	More examples of allies	You choose one: Evans & Broido (2005) Evans et al. (2005) Also see D2L for popular press examples
	12/12	Paper work day	
Finals Week		Working for change paper due by TBA	

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