



**Psychology of Prejudice and Racism (285-1, 1230-145 TR)**

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Office Hours: 1:30-2:30 Mondays and Wednesdays, 2:00-3:00 Tuesdays and Thursdays. You can also make an appointment any time.  
Textbooks: Tatum, B. D. (1997). *"Why are all the Black kids sitting together in the cafeteria?" and other conversations about race*. New York: Basic Books.  
Rothenberg, P. S. (2002). *White privilege: Essential readings on the other side of racism*. New York: Worth Publishers.  
Gallagher, C.A. (2007). *Rethinking the color line: Readings in race and ethnicity (3<sup>rd</sup> Ed.)*. New York: McGraw-Hill.

**Other readings (both required and of interest) will be available on D2L each week. I will generally post the full reading list (also available on the schedule of this syllabus) and the weekly writing question by Friday for the upcoming week.**

**Films Shown in Class:**

Race: The Power of an Illusion (Volumes 1-3)  
Dateline: Why Can't we Live Together?  
30 Days-Two Episodes (Arab in America; Immigration)

**Course Description:**

This course is designed to provide students with an understanding of the psychological impact of prejudice and racism in the United States. Through the use of weekly writings, films, and extensive in-class discussion, students will explore the psychological impact of racism for whites as well as people of color. Specifically, we will cover a variety of topics that may include the following:

*Race*

*Types and Levels of Racism and Prejudice*

*Implicit Attitudes and Aversive Racism*

*History of Racism and Discrimination for Various Racial Groups*

*Color Blindness*

*Coping with Racism for People of Color (Racial Identity Theory, Stress)*

*White Racial Identity (White Privilege, Social and Emotional Costs)*

*Possible Special Topics-Immigration, Biracial Identity, Affirmative Action*

*Integration and Dialogue*

*Race and Humor*

**Course Goals and Objectives:**

1. To identify and describe the concept of race.
2. To identify and describe the concepts of racism and prejudice (with respect to various U.S. racial groups and their histories).
3. To identify and accurately apply social psychological theories and research (on the above topics) to questions posed by the instructor.
4. To create a classroom conducive to discussion about these confusing and sometimes controversial topics.

**Please keep in mind that it is not easy to learn about these concepts.** You may experience feelings of anger, resentment, guilt, sadness, helplessness, etc. Indeed, you may get to a point in the semester where you feel like you simply do not want to learn anymore about prejudice and racism! The good news is that this will get better. That is, typically students can get beyond this point and generally they start to feel more positive and motivated about what they are learning. The key is to maintain a sense of openness and interest in the topics, even when they might feel personally threatening or upsetting (very normal feelings).

### **Assignments to Achieve Course Goals:**

**Attendance:** Because this class relies heavily on discussion, attendance is essential. Please be punctual in your arrival and remember that attendance is important enough to be an important part of your course grade. The value of our class depends on what you bring to it; each member of the class is responsible for the quality of our time together. To participate fully: (1) complete all readings before we meet, (2) come with a few good questions or issues for discussion (you will post these for me before class), (3) contribute to the group without dominating the discussion or avoiding it, and (4) help create a climate in which others can comfortably share their opinions.

In terms of points, you will receive 1 point per day for simply attending class (**you may miss 3 days without penalty-only University Sanctioned events will be “excused”**).

**Daily Questions:** Every class day when there is reading assigned (just about every day of the course), you will need to turn in **at least 2** discussion questions before class. **Please have at least one question per reading even when there are more than two readings (then do three questions) or write two for one reading if there is only one.**

I will need these by **9:00am on Tuesday or Thursday** and they will be worth 2 points (**you may miss 3 of these without penalty**). They should be submitted using the Discussion Function of D2L (e-mail as a last resort).

Questions may fall into one or more of the following categories:

- \* specific questions that you would like an answer to
- \* thoughts that you had while reading or particular passages that were provoking or interesting
- \* things you might be wondering about or questions you may have about your classmates feelings
- \* connections that you see between the material and some other example (media, life experience, etc.)

Questions or comments will be graded as follows:

- \* 2 points if I get them **on time**, there is one for each reading (or two for one reading if only one), and they look as if you've thoughtfully done the reading
- \* 1 point if I get them on time but they are weak or you are missing a readings
- \* 0 if I don't get them or they are late

**Weekly Writings:** Your weekly writings (due every Tuesday) will show if you can **identify, describe and apply** the concepts that we are discussing in class. I will give you a specific question each week that you will answer, using your own ideas and analysis backed up by course readings and evidence.

**How are these Graded?** I'll be looking for three things: 1-use of real evidence to support your points (with citations), 2-complex and thoughtful analysis showing how the evidence really fits your points, 3-clear, coherent set of points in answer to the question. I will ask myself as I grade: **Does the course evidence really support the answer or is it stretched too far? Is it a complex, not overly simplistic, answer? How coherent is the answer, is it easy to follow? Are there in-text citations to course material?** Remember that there are NO exams. This is the main way that I will be assessing whether or not you are really

understanding and accurately applying the material. Entries should not become *repetitive* (e.g., saying the same thing every week-“racism is a bad thing”) and they should not be *sloppy* (e.g., lots of typos and bad grammar). The grading for each entry will range from 0-5 points along the following scale:

- ✧ 5 points = truly superlative (cleanly written, rare gem of insight demonstrating critical understanding of material, honest application and original analysis with citations-above and beyond)
- ✧ 4 points = very good (clean writing demonstrating good understanding of material and good analysis and application with citations)
- ✧ 3.5 points = generally good (a basic understanding of material, less than original analysis and application)
- ✧ 3 points = good but weak (less than basic understanding of material, small or insignificant analysis and application, lack of proper references, hard to follow)
- ✧ 2.5 points = minimal (thin understanding of material, thin analysis, very hard to follow)
- ✧ 2 or fewer points = deficient (little understanding of material, may contain major errors)
- ✧ 0 points = not turned in on time (**late entries will not be accepted**)

These should be typed, double-spaced and turned in by class time each Tuesday-12:30pm (please use the dropbox via D2L or turn them in during class-e-mail as a last resort). You may miss 1 without penalty.

**Plan of Action Paper:** Plan of action papers will be due towards the end of the semester. These papers should be 6-8 typed, double-spaced pages (including at least 4 references). Specifically, these papers should outline a "plan of action" that you feel you can take regarding prejudice and racism in our society. The format of the paper will require you to do some research on one or two problems that you feel you can take some action on. You will describe the problem and then describe what you would like to do, very specifically, about it. You may include in this a variety of ideas, ranging from simply discussing racial issues more in your classes/with your family or friends to more "activist" ideas such as writing letters to elected officials or starting a discussion group about racial issues. Remember that this should be something you actually intend to do! Get more specific information about the assignment, grading standards and plagiarism in the assignment sheet available via D2L.

**Extra Credit:** Up to three times during the course of the semester you may turn in a “racial insight experience” and receive extra credit (1 point each, 3 points possible). These are simply moments when you notice something in the world that connects to class; something that relates directly to the material we have been studying and that allows you to see these concepts in action. This could be something that you observe in a play/movie/book or even in an everyday conversation with another person. Write about your experience and turn it in via D2L. Remember that in your write-up you must discuss, very specifically, HOW the experience relates to course material. You may turn in no more than 1 per week.

### Grading Summary:

Attendance	26 points possible (29 days, 1 point per day, can miss 3 without penalty: $26 \times 1 = 26$ )
Discussion Questions	48 points possible (27 days of questions, 2 points each-can miss 3 without penalty: $24 \times 2 = 48$ )
Weekly Writings	55 points possible (12 possible days of weekly writings, 5 points each-can miss 1 without penalty: $11 \times 5 = 55$ )
Plan of Action Paper	<u>40 points</u>
Total	169 points

Your letter grade will be given on a percentage basis:

A = 93.0%	A- = 89.5%	
B+ = 87.0%	B = 83%	B- = 79.5%
C+ = 77.0%	C = 73.0%	C- = 69.5%
D+ = 67%	D = 59.5%	
F = Below 59.5%		

**Late Work:**

Paper: The paper is due on the date listed before 4 pm (if turned in after the class meets, you must hand the paper in to me or the program assistant to have it dated and timed). **The late penalty is 5 points per day.**  
 Daily Questions: No late discussion questions will be accepted-they must be posted by 9am each day. **You may miss 3 discussion questions without penalty (if you do them all, I will drop your 3 lowest scores).**  
 Weekly Writing: No late writings will be accepted-they must be brought to class or placed in the D2L dropbox by class time, typed, every Tuesday. **You may miss 1 weekly writing without penalty (if you do all of the writings, I will drop your lowest score).**

**Ethics:**

*From the UW-River Falls Faculty and Academic Staff Handbook:*

Students are reminded that Chapter UWS 14, Student Academic Disciplinary Procedures, provides under Statement of Principles: The Board of Regents, administrators, faculty, academic staff and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect for others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

**Class Policy:** It is especially important to remember the rules for citing other sources in your written work (see the APA style manual for more information). All students are expected to give credit to the sources upon which their writing and ideas are based, both in the text as references and in the final reference page. **Remember that a direct quote needs quotation marks as well as a citation. Paraphrasing is often a form of plagiarism. Simply changing others' words around or using a slightly different wording IS plagiarism. See the handout for more information. If you plagiarize you will receive a deduction of two letter grades on your paper.**

**Cell Phones:**

**Please turn off** your cell phone prior to the beginning of class! DO NOT answer a cell phone during class.

**Class Guests:**

Please ask permission before bringing others to class. In most cases it may not be a problem, just be sure to check with me first. Because of the nature of this class (discussion-based, sometimes sensitive material), this rule is especially important.

**Note:**

Students who have special conditions as addressed by the Americans with Disabilities Act who need any test or course materials to be furnished in alternative format should notify the instructor of this course immediately.

**Course Outline:**

<b>Day:</b>	<b>Reading</b>	<b>Due:</b>
1/29	Introduction-No Reading	
1/31	Film-Race: The Power of an Illusion-1; PBS Readings-Race as Illusion and Timeline (D2L)	
2/5	Gallagher (G-Introduction); Omi and Winant (G-3)	<b>WW Due</b>

2/7	Tatum-1 and 2; Appendix to Gallagher	
2/12	Gaertner and Dovidio-Aversive Racism Article-can stop at p. 627 (D2L) Braverman (G-30)	<b>WW Due</b>
2/14	Blink Chapter (D2L); Payne Article (D2L)	
2/19	Shapiro (G-8); Tell Me More News Clip (1/15/08) <a href="http://www.npr.org/templates/story/story.php?storyId=18108453">http://www.npr.org/templates/story/story.php?storyId=18108453</a>	<b>WW Due</b>
2/21	Williams (G-7); Painkiller Article (D2L)	
2/26	Loewen Chapter (D2L); NYT Article (D2L)	<b>WW Due</b>
2/28	Film-Race: The Power of an Illusion-2; Slaves To Medicine (D2L)	
3/4	Foley (WP); Okamura Article (D2L)	<b>WW Due</b>
3/6	Strib Editorials (D2L); PSPB-Eyes on the Prize Article (D2L)	
3/11	Film-Race: The Power of an Illusion-3; PBS Wealth Reading (D2L) Mortgage Article (D2L)	<b>WW Due</b>
3/13	Lewis and Jhally (G-36); TBA	
3/17-3/21	Spring Break	
3/25	Gallagher (G-13); TBA	<b>WW Due</b>
3/27	Tatum-3; Tatum-4	
4/1	Tatum-5; TBA	<b>WW Due</b>
4/3	Sue-Microaggressions Article (D2L); TBA	
4/8	Salvatore and Shelton (D2L); Everyday Racism (D2L)	<b>WW Due</b>
4/10	Tatum-6; Jensen (WP); McIntosh-just the list-(WP)	
4/15	Wise-Loss Chapter (D2L)	<b>WW Due</b>
4/17	Film-Dateline: Why Can't We Live Together?	
4/22	Tatum-8; Wu Article (D2L)	<b>WW Due</b>
4/24	SPLC Article (D2L); Film-30 Days: Immigration	
4/29	Tatum-9; Nissel Mixed Chapter (D2L); This American Life Audio	<b>WW Due</b>
5/1	Feagin and Vera (WP); Gallagher (G-48); Film-30 Days: Arab in America	
5/6	Tatum-7; Wise Article (D2L)	<b><u>Plan of Action Due</u></b>
5/8	Tatum-10; Tatum Epilogue (D2L)	
5/15	Final Time (10:15-12:15) Oscar Article (D2L); Chappelle Article (D2L); Film TBA	

Notes:

**(WP) = White Privilege, book edited by Paula Rothenberg**

**(G) = Gallagher's Book**

**Dates that are bolded are dates that require discussion questions.**

The above calendar is subject to **change** in terms of the exact dates when we will cover specific topics-I will hand out a revised schedule if it changes too much. Paper due date and weekly writings will not change.