

**PSYC 370: Understanding and Confronting Racism**  
Fall 2014 Course Syllabus

**INSTRUCTOR INFORMATION:**

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OFFICE HOURS: Mondays 1:00-2:30 p.m., or by appointment

**COURSE INFORMATION:**

CLASS TIME: Tuesdays, 1:20-4:30 p.m. in OLRI 301

**PREREQUISITES:**

If you are a Psychology major or minor, you must have taken PSYC 100 (or received course credit), PSYC 201 (or an equivalent), **AND** one other intermediate level Psychology course.

If you are an American Studies major or minor, you must have taken three American Studies courses (at least one 100-level and one 200-level course, plus one more).

All others must have the instructor's permission to take the course.

**COURSE DESCRIPTION:**

Racism is an experience, both expressed and received, that is difficult to fully describe, yet readily indicated by individuals and the media. This makes racism a challenge to effectively study, fully comprehend, and appropriately address. Your focus in this course will be on grappling with empirically-based psychological theories and findings about racism without becoming cynical, demoralized, or apathetic.

During the semester, you will learn that racism underlies a system, expressed by individuals, institutions, and cultures, by which differences based on "race" are used to assign disadvantage and privilege to particular social groups in U.S. society. Racism is a complex, problematic phenomenon because consensus does not exist about how it should be defined nor what its consequences are for targets and perpetrators. This course will give you a basic understanding of psychological theories and findings related to racism and encourage you to develop valid ways of to address racial issues.

**COURSE GOALS:**

This course aims to help student accomplish a number of important learning goals related to: (a) the Demonstrate Intercultural Knowledge and Competence goal of the Macalester College Statement of Student Learning; (b) the United States Identifies and Differences general education requirement; and (c) the Underrepresented Populations, Paradigms, and Perspectives requirement for the Psychology

Department. Each of the learning outcomes associated with these different goals are briefly described below, but you are encouraged to see fully descriptions.

Demonstrate Intercultural Knowledge and Competence: Macalester graduates will have the knowledge, attitudes, skills, and self-awareness necessary for interacting, negotiating, communicating and forming relationships with people from diverse backgrounds. Student demonstrating intercultural knowledge and competence will...

- (1) ...engage with ideas and people that challenge their own cultural perspective;
- (2) ...reflect on how their own cultural background may affect their interactions and relationships with others;
- (3) ...demonstrate empathy by acting in a supportive manner that recognizes the feelings and perspectives of another cultural group;
- (4) ...articulate the complexity arising from interrelationships between various aspects of culture, such as language, history, values, politics, religion, practices, and unequal distributions of power and resources;
- (5) ...navigate differences by drawing on relevant cultural frames of reference and adapting their perspectives and behaviors accordingly.

(Macalester College Statement of Student Learning, 2012)

United States Identities and Differences (USID) General Education Requirement: Students must take at least one course devoted to the study of forms or forces that create, reflect, maintain, or contest identities of, and differences amongst, U.S. social groups (based in, for example, race, class, ethnicity, gender, language, nation, dis/ability, religion, sexuality). Students completing the USID Requirement will be able to...

- (1) ...recognize that group identities and differences are socially constructed or historically contingent;
- (2) ...examine forms or forces that create, reflect, maintain, or contest identities and differences;
- (3) ...evaluate the significance of identities and differences for life and culture in the United States.

(Macalester College Catalog – The Academic Program – Graduation Requirements, 2014)

Underrepresented Populations, Paradigms, and Perspectives (UP<sup>3</sup>) Requirement: UP<sup>3</sup> courses have as their central theme one or more of the following:

- (1) A focus on historically underrepresented perspectives, paradigms, or populations in psychology;
- (2) A critical lens on issues of power and privilege in the field [of psychology];
- (3) An analysis of the implications of exclusion or marginalization in the field of psychology or on psychological experience.

(Macalester College Psychology Department – Major Requirements, 2014)

**Taking account of these various learning outcomes for your Macalester education as a whole, USID general education requirement, and Psychology Department major, this course has three major goals that will deepen your knowledge about psychological perspectives on racism while facilitating your development as students. By the end of this course, you will...**

- A. Appreciate the complexity of racism within the United States social, political, cultural, and historical context;**

- B. Articulate prominent psychological theories and findings about racism;
- C. Evaluate psychology-based approaches for analyzing and addressing situations of racism.

### COURSE READINGS:

The main readings for this course will come from one book:

Markus, H.R., & Moya, P.M.L. (2010). *Doing race: 21 Essays for the 21<sup>st</sup> century*. New York: W.W. Norton & Company, Inc.

The book is available through the College bookstore. In addition to this text, primary source readings focusing on empirically-based psychological studies will be assigned. These other readings will be available on the Moodle course site.

### COURSE ASSIGNMENTS:

Every assignment is designed to help you achieve one or more of the three course learning outcomes. As you are undertaking these assignments, think about what you are learning as you are completing them, so that you can remain an active participant in the course and ask questions/seek help if something is unclear.

Your course grade will be composed on the following:

- 20% Take-home Midterm Problem Case
- 35% Racism Analysis Paper
- 35% Racism Intervention Paper
- 10% Class Participation

TAKE-HOME MIDTERM PROBLEM CASE (20%): Throughout the semester, you will work to analyze real-world situations relevant to racism and propose interventions for addressing those situations. This will happen during class periods as you work to deepen your understanding of various psychological theories and findings. For your midterm exam, you will be given a real-world case and asked to analyze the psychological theories and findings that could explain what is happening AND propose a psychologically-based intervention that could address the situation. You will be given the case a week ahead of the due date and expected to submit a 3-5 page paper.

RACISM ANALYSIS PAPER (35%): The Racism Analysis Paper requires you to make explicit your understanding of the psychological factors operating in a particular situation of racism that you have selected. You have three tasks in the Racism Analysis Paper:

- (1) Use a clear definition of racism to elucidate your chosen situation;
- (2) Evaluate the psychology giving rise to the situation; and
- (2) Apply appropriate psychological theories/findings supporting your description of the psychology operating in the situation.

*(See the Racism Analysis Paper Guidelines handout for more information about this assignment.)*

RACISM INTERVENTION PAPER (35%): The Racism Intervention Paper necessitates that you propose an action that may effectively interrupt the psychological factors operating in a particular situation of racism. You have three tasks in the Racism Intervention Paper:

- (1) Propose a credible, effective intervention that could interrupt the situation of racism;
- (2) Evaluate the psychology that would make the proposed intervention effective for the situation;  
and
- (3) Apply appropriate psychological theories and findings supporting why your proposed intervention would be effective.

*(See the Racism Intervention Paper Guidelines handout for more information about this assignment.)*

CLASS PARTICIPATION (10%): Given the nature of this course, full participation by each of you is absolutely essential. Such participation does not mean that you always speak in class, but neither does it mean that you should let an entire class go without some meaningful contribution. A variety of means (e.g., small group tasks, full class discussions, etc.) by which full engagement with class can be demonstrated will be used. I will keep a running tally of your participation scores to arrive at an overall participation grade at the end of the semester. ***Note that participation is not subject to the late work policy (see below) nor can it be made up after the fact.***

#### GRADING POLICIES:

GRADING SCALE: The following system will be used to grade your assignments. The numbers roughly correspond to letter grades based on the following scale:

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	NC

PENALTY FOR LATE WORK: If an assignment is not submitted at the start of class time, 5% will be deducted from the maximum possible grade. Every day afterward that the assignment is late, another 5% will be subtracted from the grade (Late on same day = 95% maximum grade; late 1 day = 90% maximum grade; late 2 days = 85% maximum; etc.). Papers will not be accepted after an assignment has been graded and returned to the class as a whole. ***Your paper will be considered late according to the timestamp that Moodle attaches to it. For this reason, I encourage you to not wait until the last minute to submit a paper because Moodle be down close to an assignment deadline!***

INCOMPLETES: Unless the majority of assigned work for the course has already been done, an incomplete will not be given. If extenuating circumstances arise, I will direct you to the Dean of Students. ***Before making a decision about your incomplete request, I will take into account whatever advice is given to me by the Dean of Students.***

**EXTRA CREDIT:** There may be an opportunity for extra credit at some point in the semester, but you should not count on it happening. Only if the extra credit is relevant for what is happening in class at the time will opportunity become available.

**ACCOMMODATION FOR DIS/ABILITIES:** Reasonable accommodations will be provided for students with physical, sensory, cognitive, learning, or psychological disabilities. Refer to this link about Macalester College policy to ensure appropriate accommodations are made (<http://www.macalester.edu/studentaffairs/disabilityservices/>).

**CLASS ATTENDANCE AND ABSENCE POLICY:** Attending class is a fundamental necessity for effective learning in this course. Keep in mind that missing one class period is equivalent to missing an entire week of classes for courses that meet twice or three times a week. For this reason, attendance will be a factor in your course grade. For every unexcused absence, your course grade will be lowered 5%. **An unexcused absence will be considered missing class without receiving permission from me prior to the start of class. Post-class excuses will not be accepted unless the Dean of Students verifies that extenuating circumstances occurred.**

**ACADEMIC INTEGRITY:** You will need to follow Macalester College's Academic Integrity Policy when completing work for this course. If you are unfamiliar with the policy, follow this link to obtain more information (<http://www.macalester.edu/academicprograms/academicpolicies/academicintegrity/>). ***Bear in mind that cheating and plagiarism are intolerable in college, so if I have reason to suspect that either has happened, I will always initiate an investigation by reporting the situation to the Director of Academic Programs.***

#### **COURSE SCHEDULE:**

Check our Moodle course site for any changes to this schedule.

### **PART 1:**

#### **ESTABLISHING A CONTEXT FOR MEANINGFULLY STUDYING RACISM**

##### **SEPTEMBER 2**

Introductions to classmates, professor, and course

##### **SEPTEMBER 9**

**United States Context for Racial Issues and Racism**

DOING RACE READING:

Snipp, C.M. (2010). Defining race and ethnicity: The Constitution, the Supreme Court, and the Census. (pp. 105-122)

READING:

Eibach, R.P. & Ehrlinger, J. (2006). "Keep your eyes on the prize": Reference points and racial differences in assessing progress toward equality. *Personality and Social Psychology Bulletin*, 32, 66-77.

##### **SEPTEMBER 16**

**Situating Yourself Within the U.S. Racial Context: Racial/Ethnic Identity**

DOING RACE READING:

Markus, H.R. (2010). Who am I?: Race, ethnicity, and identity. (pp. 359-389)

READING:

Townsend, S.S.M., Markus, H.R., & Bergsieker, H.B. (2009). My choice, your categories: The denial of multiracial identities. *Journal of Social Issues, 65 (1)*, 185-204.

## PART 2: UNDERLYING U.S. VALUES ASSOCIATED WITH RACISM

### SEPTEMBER 23

#### Egalitarianism

READINGS:

Gaertner, S.L., & Dovidio, J.F. (1986). The aversive form of racism. In J.F. Dovidio & S.L. Gaertner (Eds.), *Prejudice, Discrimination, and Racism* (pp. 61-89). San Diego, CA: Academic Press.

Czopp, A.M., & Monteith, M.J. (2003). Confronting prejudice (literally): Reactions to confrontations of racial and gender bias. *Personality and Social Psychology Bulletin, 29 (4)*, 532-544. doi: 10.1177/0146167202250923

### SEPTEMBER 30

#### Protestant Work Ethic

READING:

Katz, I., & Hass, R.G. (1988). Racial ambivalence and American value conflict: Correlational and priming studies of dual cognitive structures. *Journal of Personality and Social Psychology, 55 (6)*, 893-905.

DOING RACE READING:

Fredrickson, G.M. (2010). Models of American ethnic relations: Hierarchy, assimilation, and pluralism. (pp. 123-135)

### OCTOBER 7

#### Colorblindness

READING:

Knowles, E.D., Lowery, B.S., Hogan, C.M., & Chow, R.M. (2009). On the malleability of ideology: Motivated construals of color blindness. *Journal of Personality and Social Psychology, 96 (4)*, 857-869. doi: 10.1037/a0013595

DOING RACE READING:

McDermott, M. (2010). Ways of being White: Privilege, perceived stigma, and transcendence. (pp. 415-438)

## PART 3: COGNITIVE PROCESSES ASSOCIATED WITH RACISM

### OCTOBER 14

#### Stereotyping

READING:

Stangor, C., & Schaller, M. (1996). Stereotypes as individual and collective representations. In C. Macrae, C. Stangor, & M. Hewstone (Eds.), *Stereotypes and Stereotyping*, pp. 3-40. New York: The Guilford Press.

DOING RACE READING:

Iyengar, S. (2010). Race in the news: Stereotypes, political campaigns, and market-based journalism. (pp. 251-273)

**OCTOBER 21 – NO CLASS! (Tuesday becomes Thursday this week)**

**\*\*\* TAKE-HOME MIDTERM PROBLEM CASE DUE! \*\*\***

**OCTOBER 28**

**Being Stereotyped**

DOING RACE READINGS:

Steele, C.M. (2010). In the air between us: Stereotypes, identity, and achievement. (pp. 390-414)

Fryberg, S.A., & Watts, A. (2010). We're honoring you, dude: Myths, mascots, and American Indians. (pp. 458-480)

**NOVEMBER 4**

**Biased Decision-Making**

DOING RACE READING:

Eberhardt, J.L. (2010). Enduring racial associations: African Americans, crime, and animal imagery. (pp. 439-457)

READING:

Pauker, K., & Ambady, N. (2009). Multiracial faces: How categorization affects memory at the boundaries of race. *Journal of Social Issues*, 65 (1), 69-86.

**PART 4:**

**INTERACTION DYNAMICS ASSOCIATED WITH RACISM**

**NOVEMBER 11**

**Privilege**

READINGS:

\*Pratto, F., & Stewart, A.L. (2012). Group dominance and the half-blindness of privilege. *Journal of Social Issues*, 68 (1), 28-45.

McIntosh, P. (1988). White privilege and male privilege: A personal account of coming to see correspondences through work in Women's Studies. In M.L. Andersen, & P. Hill Collins (Eds.), *Race, Class, and Gender: An Anthology* (pp. 94-105). Belmont, CA: Wadsworth Publishing Company.

**\*\*\* RACISM ANALYSIS PAPER DUE! \*\*\***

**NOVEMBER 18**

**Self-fulfilling Prophecies**

READINGS:

Word, C.O., Zanna, M.P., & Cooper, J. (1974). The nonverbal mediation of self-fulfilling prophecies in interracial interaction. *Journal of Experimental Social Psychology*, 10, 109-120.

Guyll, M., Madon, S., Prieto, L., & Scherr, K.C. (2010). The potential role of self-fulfilling prophecies, stigma consciousness, and stereotype threat in linking Latino/a ethnicity and educational outcomes. *Journal of Social Issues*, 66 (1), 113-120.

**NOVEMBER 25****Negotiating Interactions**READINGS:

- Richeson, J.A., & Shelton, J.N. (2007). Negotiating interracial interactions: Costs, consequences, and possibilities. *Current Directions in Psychological Science*, 16 (6), 316-320.
- Page-Gould, E., Mendoza-Denton, R., & Mendes, W.B. (2014). Stress and coping in interracial contexts: The influence of race-based rejection sensitivity and cross-group friendship in daily experiences of health. *Journal of Social Issues*, 70 (2), 256-278. doi: 10.1111/josi.12059

**PART 5:  
CONFRONTING RACISM**

**DECEMBER 2****Strategies**READINGS:

- Eberhardt, J.L., & Fiske, S.T. (1996). Motivating individuals to change: What is a target to do? In C.N. Macrae, C. Stangor, & M. Hewstone (Eds.), *Stereotypes and stereotyping* (pp. 369-415). New York: The Guilford Press.
- Plant, E.A., & Devine, P.G. (2009). The active control of prejudice: Unpacking the intentions guiding control efforts. *Journal of Personality and Social Psychology*, 96 (3), 640-652. doi: 10.1037/a0012960

**DECEMBER 9****Being an Ally**READING:

- Brown, K.T., & Ostrove, J.M. (2013). What does it mean to be an ally?: The perception of allies from the perspective of people of color. *Journal of Applied Social Psychology*, 43 (11), 2211-2222. doi: 10.1111/jasp.12172

**DECEMBER 13**

**\*\*\* RACISM INTERVENTION PAPER DUE! \*\*\***