

PSYC232: The Psychology of Racism
Fall 2021
MW 3:00 – 4:15PM

Instructor: Dr. Linda Zou
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Office: BPS 3147E
Office Hours: Mondays 2 – 2:50 or by appointment

Course Page: The course webpage can be found at www.elms.umd.edu. You must use your directory ID and password to access this page.

Learning Objectives

This course will explore the causes, correlates, and consequences of racial prejudice in the United States and other national contexts. Using lecture, readings, and discussion, we will examine the psychological theory and research on what processes underlie and motivate racial prejudice; how racial prejudice is experienced by its targets; how racial prejudice pervades our culture and social institutions; and how racial prejudice is learned, maintained, and ultimately changed.

This course aims to give students the tools to:

- Understand the psychological underpinnings of racism from both majority and minority group members' points of view;
- Strengthen their awareness of how racism is perpetrated and maintained through social institutions and cultural ideologies;
- Become acquainted with current research on the causes, correlates, and consequences of stereotyping, prejudice, and discrimination;
- Identify how psychological processes affect human behavior in the real world. The application of findings and theories from this course should help students “make sense” of events they see in the news, with their friends, in their families, and within their communities.

Expectations

My Role as Instructor

I am looking forward to getting to know all of you and sharing in this learning process. I am interested in each of you achieving your personal goals for this course and I will help you in whatever way I can. I will do my best to make class time engaging for everyone. I will aim to create and enforce a learning atmosphere that is safe, comfortable, and respectful. I will communicate my expectations clearly and hold all learners to equitable standards. I welcome questions, comments, and suggestions. I may modify this syllabus as needed.

From your instructor (me), you can expect: *clear expectations, respectful treatment, and assistance in achieving your goals.*

Your Role as Learner

In this course, you are responsible for attending class and staying engaged, reading the assigned articles, thinking about what you read, and being prepared to discuss the ideas in class. I hope that our classroom can be a

collaborative learning community. Please do not hesitate to share your thoughts and ideas, get to know your classmates, and ask questions.

I expect from students (you): *your best effort in all coursework, respectful treatment of your peers and myself, and willingness to ask for help when needed.* You will be responsible for contacting me in a timely manner if any circumstances arise that interfere with your ability to participate fully in class.

Textbooks and Other Required Technology

There is no textbook. All assigned readings will be made available on the ELMS course website. **All readings are for educational use only and cannot be shared with others or posted in a public domain.**

Course Operations

Most Mondays will consist of lecture, short discussions, and other activities that explore a specific theme or topic related to psychological research on racial prejudice.

Most Wednesdays will consist of student-led class discussion where we will dive deeper into one aspect of the weekly topic together. Discussions will be centered on the weekly assigned readings. Each week, you are expected to have completed the readings in advance so that you are able to participate in Wednesday discussion to the best of your ability.

Course Requirements

Assignment	Points Possible (%)
Final Unessay Project	100 (33%)
Writing Assignments (5 at 15 points each)	75 (25%)
Unit Quizzes (5 at 10 points each*)	50 (17%)
Discussion Leader: Preparation	15 (5%)
Discussion Leader: In-Class Presentation	25 (8%)
Participation: Reading Reactions (10 at 2 points each**)	20 (7%)
Participation: In-Class Contribution	15 (5%)
TOTAL %:	300 (100%)

*There are 6 quizzes due throughout the semester. Only 5 will count, so **this means you are automatically allowed to miss 1 quiz.**

There are 12 discussion board posts due throughout the semester. Only 10 will count, so **this means you are automatically allowed to miss 2 discussion board posts.

Assignments

Final Unessay Project. This unessay project is inspired by Daniel Paul O'Donnell's [original version](#) of the idea, and implementations by Drs. [Ryan Cordell](#) and [Andrew Gillreath-Brown](#). Follow those links for more information about and examples of unessay projects. The unessay project may be turned in **either in-person or online** over Canvas, depending on your chosen project format. See the course schedule below for specific due dates.

There are only a few guidelines for an unessay:

1. **You choose your own topic.** The unessay allows you to write about anything you want. As long as it's related to racism and/or race relations, it's fair game. You can take any approach: you can use as few or as many resources as you wish; you can even cite Wikipedia. The only requirements are that your treatment of the chosen topic be compelling: your unessay should be presented in a way that leaves the reader thinking that you are being accurate, interesting, and as complete and/or convincing as your subject allows.
2. **The work takes any form you please.** There are no formal requirements. Your unessay can be written in five paragraphs or twenty-six. If you decide you need to cite something, you can do that any way you want.

Or, don't write a paper at all. Write a poem or a personal narrative. YouTube or TikTok videos, podcasts, BuzzFeed listicles, and other digital experiments are also welcome. Or, go completely analog. An art piece, a comic, a children's book, a pamphlet, a costume, a song.

In other words, you have complete freedom of form: you can use whatever style of writing, presentation, citation, or media you want. What is important is that the format you do use helps rather than hinders your argument about the topic. Perhaps most importantly, the unessay allows you to use media deliberately and thoughtfully.

3. **Your unessay must be compelling and effective.** If unessays can be about anything and there are no restrictions on format and presentation, how are they graded? The main criteria is how well it all fits together to demonstrate what you have learned across the span of a semester. The degree to which your work is compelling and effective determines your grade.

An unessay is **effective** when it shows some combination of the following:

- It is well-crafted, with a sense of intentionality and deliberateness. The assignment's invitation to write in different modes does not mean the unessay isn't revised and edited. Deliberate stylistic choices can help convey your message, while needless errors will distract from your message.
- It is appropriate, using a format and medium that suits its topic and approach.
- It is appealing, presented in a way that leads the audience to trust the author and their arguments, examples, and conclusions.

An unessay is **compelling** when it shows some combination of the following:

- It takes a particular point of view on the topic.
- It presents a complete story or argument, not leaving the audience thinking that important points are being skipped over or ignored.
- It is truthful, so that any questions, evidence, conclusions, or arguments you raise are honestly and accurately presented.

Writing Assignments. Writing assignments are designed to help students think more deeply about the topics we cover in lecture and discussion. Each assignment should be a maximum of 2 pages: typed, double-spaced in a font no greater than 12-point and margins no greater than one inch. Assignments must be turned in **online** over Canvas. Writing assignments are always due on Saturdays at 11:59PM. See the course schedule below for specific due dates.

Unit Quizzes. Short **open note** quizzes will cover each unit's lecture and reading material. You will have 10 minutes to complete 5 **multiple choice** questions. Quizzes will be conducted **online** on Canvas. Quizzes will open after class on Wednesdays and are always due on Saturdays at 11:59PM. See the course schedule below for specific due dates.

Discussion Leader. At the start of the semester, each student will sign up for a week during which they will team up with at least one other classmate to act as that week's discussion leader team. Discussion leader teams will be responsible for initiating and moderating Wednesday discussion.

Your work as a discussion leader team will be assessed in two ways:

- **In-Class Presentation.** In a brief presentation (not to exceed ten minutes), discussion leader teams will introduce and summarize the weekly readings identifying common themes across reading. The presentation may also draw connections to past lecture material, or real-world trends and events. Following the presentation, discussion leader teams will help facilitate a class discussion by coming prepared with discussion questions that arose from the readings.
- **Preparation.** Members of each discussion leader team should coordinate with each other before the Wednesday class in order to prepare their presentation and discussion questions. The preparation process will include a brief and **mandatory** meeting with me (the instructor) prior to Wednesday so that I can work together with you to answer your questions, review what the team has planned, and provide feedback.

Participation. Wednesday class discussions are intended to expand upon the ideas covered in each week's lectures and readings. Students are expected to attend, prepare for, and actively participate in discussion. It is understood that everyone has differing comfort levels speaking in a group. The ability to present your own ideas clearly and to process the ideas of others is a critical skill for college students. As such, all students are expected to make regular contributions throughout the semester, in addition to actively paying attention to others. (If you need help with this, contact me early in the semester.)

Participation will be assessed in two ways:

- **Reading Reactions.** Short discussion board posts are designed to ensure that students are thinking about the readings critically. Students will be asked to reflect on the reading material and to pose a relevant discussion question or comment to the class. Students may make their own original post or respond to one of their classmates' posts. Making connections across readings, applying reading material to the real world and current events, and highlighting additional questions that the reading hasn't yet addressed are all valuable types of critiques that will help move the discussion forward. Students' responses will be used to facilitate the Wednesday class discussion. Reading reactions will be due **online** on Canvas. Reading reactions are always due on Sundays at 11:59PM. See the course schedule below for specific due dates.
- **In-Class Contribution.** Students will be graded on the **quality**, not quantity, of their participation in class discussions. I recommend coming to class with one or two points that you would like to bring up during

discussion. To me, a good participant not only contributes to class discussions, but also listens to their classmates, integrating their classmates' thoughts into their own comments. Carefully listening to what your classmates have to say and building on their contributions will help facilitate a constructive, interactive classroom experience.

Extra Credit. Extra credit opportunities will be provided throughout the course. No personalized requests for extra credit opportunities will be granted.

Make-Up Policy. Make-ups and extensions on assignments and quizzes may be permitted. See university policies at end of syllabus for what qualifies as a university-approved excuse. Please inform me of the conflict **in advance, as soon as possible.**

Grading – Cut-off Points

The table below will be used to assign grades in the course based on the 300-point maximum. If you accumulate the total points listed below, you are *guaranteed that grade in the course*. Total points get rounded to the nearest whole number (e.g., 249.4 is 249 but 249.5 is 250) and **there will be no final adjustments**. Imagine you are the professor assigning grades—you have to draw the lines somewhere.

Final Grade Conversions			
Points	Percentage	Grade	GPA
291 or above	97%+	A+	4.0
282 – 290	94%-96.9%	A	4.0
270 – 281	90%-93.9%	A-	3.7
261 – 269	87%-89.9%	B+	3.3
252 – 260	84%-86.9%	B	3.0
240 – 251	80%-83.9%	B-	2.7
231 – 239	77%-79.9%	C+	2.3
222 – 230	74%-76.9%	C	2.0
210 – 221	70%-73.9%	C-	1.7
201 – 209	67%-69.9%	D+	1.3
192 – 200	64%-66.9%	D	1.0
180 – 191	60%-63.9%	D-	0.7
179 or less	0%-59.9%	F	0.0

Course Schedule					
Unit	Day	Date	Topic	Format	Weekly Assignments Due Saturdays, 11:59PM
1.1 The ABCs of Racial Bias	Mon	8/30	Introduction / How Do Psychologists Study Race?	Lecture	Unit 1.2 Reading Reaction
	Wed	9/1	How Do Stereotypes Arise?	Lecture	
1.2 The ABCs of Racial Bias	Mon	9/6	NO CLASS, LABOR DAY		Unit 1 Quiz
	Wed	9/8	How Are Racial Boundaries Determined?	Discussion	Unit 2.1 Reading Reaction
2.1 Perpetrators' Perspectives	Mon	9/13	When and How Do We Express Prejudice?	Lecture	Unit 2.2 Reading Reaction
	Wed	9/15	Why Should We Care About Implicit Bias?	Discussion	
2.2 Perpetrators' Perspectives	Mon	9/20	Why Are People of Color Perceived As A Threat?	Lecture	Writing Assignment 1
	Wed	9/22	On the Precipice of a "Majority-Minority" Nation?	Discussion	Unit 2 Quiz Unit 3.1 Reading Reaction
3.1 Targets' Perspectives	Mon	9/27	What are the Consequences of Stigma?	Lecture	Unit 3.2 Reading Reaction
	Wed	9/29	How Do We Grapple With Multiple Identities?	Discussion	
3.2 Targets' Perspectives	Mon	10/4	How Do We Navigate the Experience of Stigma?	Lecture	Writing Assignment 2
	Wed	10/6	How Do People of Color Relate to Each Other?	Discussion	Unit 3 Quiz
4.1 All Together Now	Mon	10/11	What are the Highs and Lows of Interracial Interaction?	Lecture	Unit 5.1 Reading Reaction
	Wed	10/13	Unessay Project Check-Ins	Optional 1-on-1 Meetings	Unessay Project "Pitch"
5.1 Cultural Beliefs	Mon	10/18	Is the World Actually Fair and Meritocratic?	Lecture	Unit 5.2 Reading Reaction
	Wed	10/20	How Does Inequality Get Justified?	Discussion	

5.2 Cultural Beliefs	Mon	10/25	What Is Considered Normative?	Lecture	Writing Assignment 3 Unit 4/5 Quiz Unit 6.1 Reading Reaction
	Wed	10/27	How Does Inequality Get Framed?	Discussion	
6.1 Socialization	Mon	11/1	What Aspects of Racial Prejudice are Innate vs. Learned?	Lecture	Unit 6.2 Reading Reaction
	Wed	11/3	What Ideas Are Enforced Through Media Representation?	Discussion	
6.2 Socialization	Mon	11/8	What Is the “Right Way” To Manage Diversity?	Lecture	Writing Assignment 4 Unit 6 Quiz Unit 7.1 Reading Reaction
	Wed	11/10	How Do We Talk To Children About Race?	Discussion	
7.1 Institutions	Mon	11/15	How Does Race Pervade Criminal Justice?	Lecture	Unit 8.1 Reading Reaction
	Wed	11/17	How Does Race Pervade Education?	Discussion	
7.2 Institutions	Mon	11/22	How Does Race Pervade Employment and Health?	Lecture	
	Wed	11/24	NO CLASS, THANKSGIVING BREAK		
8.1 Looking Forward	Mon	11/29	How Can Individuals Change?	Lecture	Unit 8.2 Reading Reaction
	Wed	12/1	Intergroup Contact: Good or Bad, and For Who?	Discussion	
8.2 Looking Forward	Mon	12/6	Is Anti-Bias Training Effective?	Lecture	Writing Assignment 5 Unit 7/8 Quiz
	Wed	12/8	How Can Institutions Change?	Discussion	
9.1 Final Project	Mon	12/13	NO CLASS, FINAL UN-ESSAY PROJECT DUE FRIDAY, DECEMBER 17TH		

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Reading List			
Unit	Readings Due	Discussion Leaders	
1 The ABCs of Racial Bias	1.1	N/A	
	1.2	<p>Penner, A. M. & Saperstein, A. (2008). How social status shapes race. <i>Proceedings of the National Academy of Sciences</i>, 105(50), 19628-19630.</p> <p>Chen, J. M., de Paula Couto, M. C. P., Sacco, A. M., & Dunham, Y. (2018). To be or not to be (Black or Multiracial or White): Cultural variation in racial boundaries. <i>Social Psychological and Personality Science</i>, 9(7), 763-772.</p>	N/A
2 Perpetrators' Perspectives	2.1	<p>Daumeyer, N. M., Onyeador, I. N., Brown, X., & Richeson, J. A. (2019). Consequences of attributing discrimination to implicit vs. explicit bias. <i>Journal of Experimental Social Psychology</i>, 84.</p> <p>Hidden Brain. (2020). The Mind Of The Village: Understanding Our Implicit Biases [audio podcast]. (LINK)</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
	2.2	<p>Ezra Klein Show (2018). The most important idea for understanding American politics in 2018 [audio podcast]. (LINK)</p> <p>Wilkins, C. L., & Kaiser, C. R. (2014). Racial progress as threat to the status hierarchy: Implications for perceptions of anti-White bias. <i>Psychological Science</i>, 25(2), 439-446.</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
3 Targets' Perspectives	3.1	<p>Code Switch. (2017). 'Racial Imposter Syndrome': Here Are Your Stories [audio podcast]. (LINK)</p> <p>Purdie-Vaughns, V., & Eibach, R. P. (2008). Intersectional invisibility: The distinctive advantages and disadvantages of multiple subordinate-group identities. <i>Sex Roles</i>, 59, 377-391.</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
	3.2	<p>Code Switch. (2021). The Sum Of Our Parts [audio podcast]. (LINK)</p> <p>Cortland, C. I., & Craig, M. A., Shapiro, J. R., Richeson, J. A., Neel, R., & Goldstein, N. J. (2017). Solidarity Through Shared Disadvantage: Highlighting Shared Experiences of Discrimination Improves Relations Between Stigmatized Groups. <i>Journal of Personality and Social Psychology</i>, 113(4), 547-567.</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
4 All Together Now	4.1	N/A	

5 Cultural Beliefs	5.1	<p>Kay, A. C., Gaucher, D., Peach, J. M., Laurin, K., Friesen, J., Zanna, M. P., & Spencer, S. J. (2009). Inequality, discrimination, and the power of the status quo: Direct evidence for a motivation to see the way things are as the way they should be. <i>Journal of Personality and Social Psychology</i>, 97(3), 421-434.</p> <p>Hetey, R. C., & Eberhardt, J. L. (2014). Racial disparities in incarceration increase acceptance of punitive policies. <i>Psychological Science</i>, 25(10), 1949-1954.</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
	5.2	<p>Eibach, R. P., & Ehrlinger, J. (2006). “Keep your eyes on the prize”: Reference points and racial differences in assessing progress toward equality. <i>Personality and Social Psychology Bulletin</i>, 32(1), 66–77.</p> <p>Phillips, L. T., & Lowery, B. S. (2015). The hard-knock life? Whites claim hardships in response to racial inequity. <i>Journal of Experimental Social Psychology</i>, 61, 12–18.</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
6 Socialization	6.1	<p>Fryberg, S. A., & Eason, A. E. (2017). Making the invisible visible: Acts of commission and omission. <i>Current Directions in Psychological Science</i>, 26, 554-559.</p> <p>Schmader, T., Block, K., & Lickel, B. (2015). Social identity threat in response to stereotypic film portrayals: Effects on self-conscious emotion and implicit ingroup attitudes. <i>Journal of Social Issues</i>, 71(1), 54–72.</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
	6.2	<p>New York Times. (2015). <i>A Conversation With My Black Son</i> [video]. (LINK)</p> <p>Perry, S., Skinner, A., & Abaied, J. (2019). Bias awareness predicts color conscious racial socialization methods among White parents. <i>Journal of Social Issues</i> 75(4), 1035–1056.</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
7 Institutions	7.1	<p>VICE News. (2019). Yale Students Aren’t Surprised About The College Admissions Scandal [video]. (LINK)</p> <p>Walton, G. M., & Cohen, G. L. (2007). A question of belonging: race, social fit, and achievement. <i>Journal of Personality and Social Psychology</i>, 92(1), 82-96.</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
	7.2	N/A	
8 Looking Forward	8.1	<p>Scope Conditions Podcast. (2020). Episode 1: The Promise And Limits Of Intergroup Contact, With Salma Mousa [audio podcast]. (LINK)</p> <p>Dixon, J., Tropp, L. R., Durrheim, K., & Tredoux, C. (2010). “Let Them Eat Harmony”: Prejudice-Reduction Strategies and Attitudes of Historically Disadvantaged</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p>

	<p>Groups. <i>Current Directions in Psychological Science</i>, 19(2), 76–80.</p>	
<p>8.2</p>	<p>TED (2019). How we can make racism a solvable problem -- and improve policing Dr. Phillip Atiba Goff [video]. (LINK)</p> <p>DEALER’S CHOICE: STUDENTS VOTE ON ADDITIONAL READINGS</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p>

Please make sure you are familiar with all classroom and university policies:

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like: Academic integrity, Student and instructor conduct, Accessibility and accommodations, Attendance and excused absences, Grades and appeals, and Copyright and intellectual property.

****Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.****

I adhere to the UMD's absence policy and definition of excused absences. Please familiarize yourself with UMD's policy using the link given above. Remember that in the case of religious observances, athletic events, and planned absences known at the beginning of the semester, the student must inform the instructor during the schedule adjustment period.

Other Notes on Classroom Policies and Behavior

Final Grades

I do not adjust final grades in this course. Your grade is your grade. If you are worried about your grade in this course, you should **come to office hours as soon as possible** and we can discuss tips for getting you back on track.

Names/Pronouns and Self Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow peers.

Inclusive Learning Environment

Students will be invited to share their thoughts in class and a diversity of opinions is welcome. Respectful communication is expected, even when expressing differing perspectives. Supporting one's statements with research findings is encouraged. In accordance with free speech statutes, speech that contains threats of violence is prohibited.