

## PSYC312/AFRO312 Psychology of Race and Ethnicity

Fall, 2022: Tues, Thurs 11:00AM - 12:20PM  
English Building, Rm 160



**Instructor:** Mikhail Lyubansky, Ph.D.  
**Office:** 723 Psychology  
**email:** [Lyubanskym@gmail.com](mailto:Lyubanskym@gmail.com)  
**Zoom:** Link available, by appointment  
**Office hours:** Tues, Thurs: 1:00-1:55pm

My scholarship is broadly focused on conflict and restorative responses to conflict, including racialized conflict, in a variety of different contexts, including schools, organizations, workplaces, and intentional communities. I also write about race and conflict in popular media.

---

“It is a peculiar sensation, this double consciousness, this sense of always looking at one’s self through the eyes of others, of measuring one’s soul by the tape of the world that looks on in amused contempt and pity. One ever feels his twoness, -- an American, a Negro; two souls, two thoughts two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder”

**W.E.B. Du Bois, *The Souls of Black Folk*, 1903.**

“In order to get beyond racism, we must first take account of race. There is no other way. And in order to treat some persons equally, we must treat them differently.”

**Justice Harry Blackmun, *U. of CA vs. Bakke*, 1978.**

“ ‘I don’t see color, I only see children.’ What message does this statement send? That there is something wrong with black or brown, that it should not be noticed? I would like to suggest that if one does not see color, then one does not really see children. Children made ‘invisible’ in this manner become hard- pressed to see themselves worthy of notice.”

**Lisa Delpit, *Other People’s Children*, 1996.**

“For the white person who wants to know how to be my friend...the first thing you do is to forget that I'm Black. Second, you must never forget that I'm Black.”

**Pat Parker, 1990.**

“I see no changes, all I see is racist faces  
Misplaced hate makes disgrace to races  
We under, I wonder what it takes to make this  
One better place, let's erase the wasted  
Take the evil out the people, they'll be acting right  
'Cause both black and white is smokin' crack tonight  
And only time we chill is when we kill each other  
It takes skill to be real, time to heal each other

**Tupac Shakur, *Changes*, 1998.**

“Black rage is founded on draining and draining  
Threatening your freedom to stop your complaining  
Poisoning your water while they say it's raining  
Then call you mad for complaining, complaining  
Old time bureaucracy. Drugging the youth  
Black rage is founded on blocking the truth”

**Lauryn Hill, *Black Rage*, 2014.**

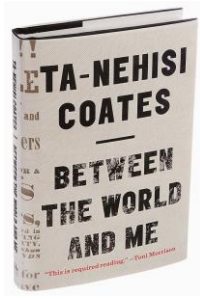
---

A previous version of this syllabus has been peer-reviewed and published by



**OTRP** *online*  
office of teaching resources in PSYCHOLOGY

## Required Texts



Coates, Ta-Nehisi (2015). *Between the World and Me*. NY: Random House

Assigned articles are on Illinois Canvas

## Required Films (additional films may be announced during the semester)

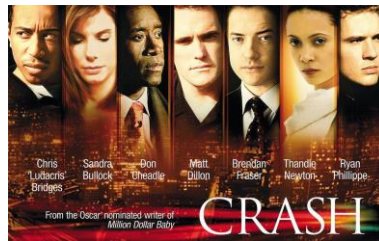
A Class Divided

<https://www.pbs.org/wgbh/frontline/film/class-divided/>

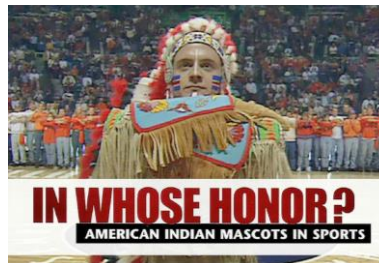
True Colors

<https://www.youtube.com/watch?v=8XprcqeZ5-E>

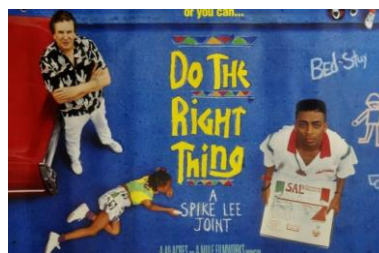
Crash (clips)



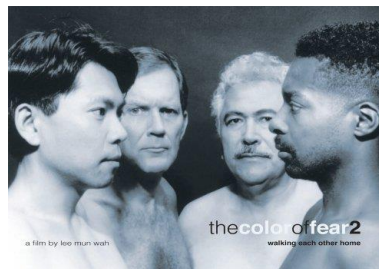
In Whose Honor?



Do The Right Thing



The Color of Fear  
(time permitting)



## Course Description

This course explores theoretical, empirical, and experiential writings concerning the issues of race and ethnicity as they relate to individual psychology and the psychology of group human behavior. To engage various types of learning, a variety of formats, including readings, films, in-class activities, and out-of-class assignments will be used to investigate the impact of race and ethnicity on various aspects of the human experience *in the United States*.

## Course Objectives

In addition to building knowledge and understanding of racial and ethnic disparities in the United States and the systemic factors that contribute to those disparities, this course is also designed to increase awareness of internal prejudice and bias. In fulfilling these course objectives, students will be able to accomplish the learning outcomes listed below.

## Learning Outcomes

- *Recognize the multiple and complex definitions of race, ethnicity, and related constructs and explain how these definitions are shaped by racial ideology*
- *Describe the range of racial ideologies and how they relate to contemporary debates, including the teaching of critical race theory*
- *Summarize the historical and contemporary racial disparities data in a variety of contexts, including education, job income, criminal justice, mental and physical health, and life expectancy*
- *Describe the various components of racial and ethnic identity, how such identities are developed, and the meaning these identities have in people's lives*
- *Describe one's own racial and ethnic identities and engage in a critical analysis of their origin and meaning*
- *Explain what stereotypes are, how they are formed from several theoretical perspectives, and how they impact people's lives*
- *Analyze one's own biases and how they may influence behavior*
- *Describe how prejudice and discrimination are formed and how they can be reduced*
- *Summarize the contemporary debate about policing and the criminal justice system and their differential impact on communities of color*
- *Show a working understanding of how IQ tests work, including their biases and limitations, and the factors that contribute to race-group differences in IQ scores*
- *Critically examine how race (or racial minority groups) are depicted by mainstream media or popular culture (e.g., television, film)*
- *Demonstrate the ability to listen for and recognize universal human needs in dialogue across racial and political differences.*
- *Describe how to repair harm (including racialized harm) through a restorative justice framework.*

## **Place in the Curriculum**

This course is not a requirement for the psychology major but contributes to the major's required "12 advanced hours" and meets the Race/Ethnicity requirement for the Clinical/Community concentration. Since 2010, it has been cross-listed with the Department of African American Studies (AFRO).

## **General Information**

### ***University's COVID-19 Policies***

The University's Covid policy is available at <https://covid19.illinois.edu/> The following text is taken directly from the University's recommended syllabus language in August: Following University policy, all students are required to engage in appropriate behavior to protect the health and safety of the community. Students are also required to follow the campus COVID-19 protocols. Students who feel ill must not come to class. In addition, students who test positive for COVID-19 or have had an exposure that requires testing and/or quarantine must not attend class. The University will provide information to the instructor, in a manner that complies with privacy laws, about students in these latter categories. These students are judged to have excused absences for the class period and should contact the instructor via email about making up the work.

### ***Availability and contact preferences***

I encourage you to take advantage of office hours (in 723 Psychology) to either discuss the course material or share your reactions to something related to the class (a movie, for example). If you have a conflict during my office hours, please contact me via email to schedule an appointment, which will likely be on Zoom. Don't hesitate to reach out. I enjoy talking with students and will be glad to schedule a call at a time that works for both of us, but please do use office hours if possible.

### ***Electronic devices***

Research findings indicate that students who have access to their laptops spend a significant part of the class period focusing on activities not related to the class, which impacts not only their own learning and retention of information but also that of their classmates. Moreover, laboratory studies show that, even when the study is set up so that students are on-task the entire time, those who take notes on laptops do not retain information as well as those who hand-write their notes (you can read more [here](#) and [here](#)). Since you are presumably invested in learning the course content, it is important to me to try to create conditions to maximize your learning. One of those conditions is a device-free classroom. At the same time, I also have a very strong value for personal autonomy and collaborative decision-making. Thus, rather than imposing a no-device policy for the duration of the semester, we will implement such a policy for the first two weeks so that we all have some first-hand experience with it. At the end of this time period, I will allocate some class time for us to briefly examine what's working and what isn't and then, collectively, decide what we want to happen the rest of the semester. In the spirit of giving "no devices" an honest chance, please do not open your devices or use your phone in class for any reason in the first two weeks. If there is a matter that requires your immediate attention, please leave the classroom (you do not need permission except during an exam) and return when you are done.

### ***Academic honesty***

This course adheres to the University's guidelines on academic integrity. Academic dishonesty during exams or on class assignments will not be tolerated. *If you are having problems in class, please talk with me so that we can develop a plan for you to improve your performance in the course without cheating.* Cheating and plagiarism will be penalized in accord with the penalties and procedures indicated in the University Student Code (found at: <http://studentcode.illinois.edu/>). You are responsible for familiarizing yourselves with how the Student Code defines an infraction of academic integrity. For example, "every direct quotation must be identified by quotation marks or by appropriate indentation and must be promptly cited," and "Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part." This is true even if your words differ substantially from those of the source.

In addition to the University Student Code, the Department of Psychology also has the following guidelines regarding academic integrity. If academic dishonesty of any sort is evident, be assured that I will take the appropriate action which is to initiate an academic integrity charge through the [LAS Faculty Academic Integrity Reporting \(FAIR\)](#) system.

- A student "suspected" by an instructor or a proctor of cheating in an examination is considered to have cheated. Students have a responsibility to avoid any behavior that, however innocent, may look suspicious to a reasonable observer.
- Cheating and all other forms of academic dishonesty, such as plagiarizing a paper, are considered by the Department of Psychology as grounds for expulsion from the University.

### ***Accommodations***

If you have a diagnosed condition or disability that causes difficulty with learning in the classroom, note-taking, completing assignments as described, or taking examinations, please see me as soon as possible and provide documentation if it is available. I will do whatever I can to accommodate your legitimate needs, which should be documented by the Division of Disability Resources and Educational Services (DRES, <http://www.disability.uiuc.edu/>). According to University policy, it is the student's responsibility to notify the instructor of any special needs. All information and documentation of disability will be kept strictly confidential, though of course some accommodations may be visible to classmates.

If you require assistance in the event of an emergency, please let me know so that I can make arrangements to assist you in moving to a Safe Area during an emergency. Safe Areas are located on each floor of the Psychology Building next to the freight elevator in the southwest corner, and they are marked on the emergency wayfinding maps found throughout the building.

### ***Mental Health Concerns***

Mental health issues can manifest in anyone at any time. The university counseling center has free services for students. See <http://counselingcenter.illinois.edu/counseling>

## Course Requirements

### *Class participation* (no formal credit)

Students are expected to attend and actively participate in class. The nature of participation will vary based on class activity, but active participation is possible no matter what is happening at any given moment. For example, active participation during lecture involves asking or answering questions and writing questions/comments in the margin to bring up (or just think about) at a later time. Similarly, active participation during films (we will have several) also involves jotting down questions, responses, or even just something a character said or did that seems important. Class exercises and small-group activities will provide additional opportunities for active participation.

### *Online participation* (20%). Due weekly, 12 out of 14 weeks.

There will be a discussion board in Canvas for each of the 14 full weeks of the course, as well as a “general” discussion thread that will continue for the entire semester. The general thread is for logistic questions about the course and broad observations and/or commentary that is related to the course not specific to any particular topic. Interactions in this space will not be formally evaluated, but participation is encouraged, and I will follow the discussions and participate in whatever way seems to make sense.

The weekly discussion threads are intended to be a space where we can interact with each other around lectures, readings, and other course content, such as films and in-class activities. Each week, you can earn 10 total points: 5 points for a substantive new post and another 5 points for a substantive response to another student’s post. A substantive post (and a response to a post) includes observations, insights and/or questions you have about that week’s content and/or what your classmates have posted. “Good point” and other validating and encouraging comments are welcome but are not considered substantive posts/responses.

**All posts and responses are due Sundays at 11:59pm.** In order to keep the discussions current and focused, once the week is done (at 11:59pm Sunday), the opportunity to earn discussion points is closed for that particular week and the following week is open. There will be no make-up opportunities for missed participation (except for emergencies requiring long-term absences excused by the student dean’s office). However, as the course has 14 full weeks, it is possible to miss 2 weekly discussions without incurring any penalty. No extra-credit points will be given for participation above and beyond the described requirement, though of course such additional participation is welcome.

There is no expectation of emotional vulnerability in this space. It is perfectly acceptable to focus on the course content without relating it to your own lived experience. However, this kind of personal sharing is also welcome and will earn full credit as long as it explicitly relates to the week’s content. If you do post something that feels vulnerable, you may increase the likelihood of getting the kinds of responses you want by making specific requests (e.g., please help me understand what happened here, please don’t give advice, please let me know if you have had a similar experience). In turn, please do make a good-faith effort to honor such requests from others.

**Journals** (20%). Due weekly, 10 out of first 12 weeks.

The lectures, readings, films, and online discussions may, at times, trigger emotional reactions, including anger, joy, guilt, shame, and connectedness. However, by their nature, readings and films and sometimes even discussions are about “others” and may not allow us to examine our own experiences and attitudes. The goal of the journal is to connect you to the course topics on a more personal level.

You should make a journal entry in Canvas on a weekly basis. You will have 12 weeks to make 10 entries (no credit will be given for the 11<sup>th</sup> or 12<sup>th</sup> entry). **All entries are due Sunday at 11:59pm.** Note that Canvas is set up to not accept late entries, and I will not accept entries that are not posted on Canvas (unless there is a system-wide problem), even if they are emailed to me prior to the deadline.

**Each entry should consist of two parts. The first part is an observation (a description of an event, situation, or interaction) that occurred during the past week and that pertains to some aspect of the course. This first part should be free of any interpretation, evaluation, or judgment. The second part should then provide a brief interpretation or analysis of what you observed (i.e., **What did you think about it? How did it make you feel? How does it relate to something you’ve previously learned in this course or someplace else?**) I encourage you to make references to class readings or lecture but this is not required. Citations are not needed. As many entries as possible should come from your own experiences in class (including the lectures, readings, and assignments in this course), at work, with family or friends, or somewhere else. However, you may also draw on what you read, hear on the radio, or see on television, if you feel impacted by it.**

I will consider everything in the journals posted on Canvas as confidential and will not share any of the content with anyone. The exception is if you write something that causes me to believe that there is a credible threat to your or someone else’s safety or triggers mandated reporting requirements. Moreover, the content of your journal (that is, the specifics of *what* you say) will not be evaluated at any point. Instead, the “grading” of the journal entries will consist of *how* they are written, with an emphasis on whether or not they are consistent with the spirit of the assignment. Because of the size of this class and the frequency of these journals, it is hard for me to provide individualized responses to each student every single week. Rather than providing such feedback randomly, I would like to invite you to consider when you want such feedback. The first week, I will provide feedback to everyone. After the first week, please pick 4 other weeks when you would like to receive an individualized response/engagement from me. To communicate this to me, please add the following line to your entry: Response = YES or Response = NO. Please know that I will read carefully each entry regardless of whether or not you ask for a response. All entries will be evaluated using the grading rubric on the next page.

I want to acknowledge that writing and giving me access to these journal entries may at times feel at least a little vulnerable for some of you. In addition to choosing when you do and do not want qualitative feedback, please also feel free to make the same kinds of requests of me as suggested in the discussion section on the previous page: (e.g., please help me understand what happened here, please don’t give advice, please let me know if you have had a similar experience).

## Journal Grading Rubric

- **10 points:** Relevant, clearly-described observation of something that happened (either personally or in the news) *in the past week*, followed by a clearly articulated and detailed analysis. The analysis may consist of either a theoretical/philosophical examination (e.g., “I think the reasons [observation] happened was because...” ) or a personal reflection (e.g., “When [observation] happened, I felt...because [some specific life experience] has taught me that...”).
- **8 points:** Clearly described and relevant observation, followed by an analysis that follows the spirit of assignment but lacks sufficient depth. Or a relevant but vague observation with a strong analysis.
- **6 points:** The observation is either not clearly related to course content or is outside of the specified (one-week) time parameter; The analysis follows the spirit of the assignment but lacks sufficient depth.
- **5 points:** Neither the observation nor the analysis follows the spirit of the assignment, but the entry is relevant to the course.
- **0 points:** Journal entry is missing or is unrelated to the course.



***Racial identity autobiography (10%). Due Oct.6<sup>th</sup>***

The goal of this assignment is to explore your own racial identity and, in so doing, develop a better understanding of racial identity in general. Although racial and ethnic identity are sometimes intertwined, for the purpose of this assignment, please limit your discussion to racial identity (you may discuss ethnic identity on the discussion board or in a journal entry, as long as you can connect it to something that happened that week). I am aware that this assignment may be challenging for some of you. I'm available for support, if you get stuck or just feel like you could use some guidance.

To help you get started, several suggestions are listed below. These are intended solely as suggestions. You are neither required to discuss all these elements (you will likely find it meaningful to discuss several), nor are you limited to them.

- When, why, and how you first became aware of your race
- Influence of skin color (or other phenotypical racial marker) on your life
- Messages from family members about what it means to be part of your racial group
- Family stories about your own racial group, other racial groups, or race in general
- Media and cultural messages about race
- Friendships and other relationships within and apart from your own racial group
- Participation in groups or activities centered on race or racial issues
- Experiences with stereotypes, prejudice, and racism (as victim, as perpetrator, or as both)
- What it means to you (if anything) to identify with your racial group. How has this changed over time?
- Intersection of your race with another important social identity (e.g., Asian male, white immigrant)
- What you like (or don't like) about being a member of your racial group

Your autobiographies should consist of no more than three typed, double-spaced pages in a standard 12-point font and with standard one-inch margins. There is no length minimum, but given the brevity of the assignment, I strongly recommend that you write as close to the upper limit as possible. Please note, as well, that it is typically more challenging and time-consuming to express complex ideas well in a short space compared to a longer space. Part of the purpose of this assignment is to engage in the cognitive work of determining what you consider to be most essential. Plan accordingly. Although there are no "wrong" responses in an autobiographical assignment, there certainly are inadequate and superficial ones. It is expected that your autobiography integrates relevant course lectures and readings, as well as at least three sources not assigned for class.

You will be evaluated on both content (80%) and writing (20%), so please take care to submit work that is as well organized and technically strong as possible. A 2-point penalty will be imposed for each school day the assignment is submitted after the due date/time. Papers that are more than 5 school days (a week) late will be accepted for half credit, unless arrangements are made prior to the deadline. Please do NOT put your name on your paper. Canvas will be set up for anonymous grading so that I won't know who wrote a paper until I assign a grade to it.

**Optional Year-End Project** (will be averaged in with the 3 exams) Due Dec 2<sup>nd</sup>.

All papers should be double-spaced with a standard 12-point font and 1 inch margins. The page limit is 5 pages, not including the title and reference pages. Students are expected to work independently. You will be evaluated on both content (80%) and quality of writing (20%), so please take care to submit work that is both technically sound and well organized. Since this is an optional assignment, there is no late penalty but papers will not be accepted after the last day of classes. Please do NOT put your name on the paper. It will be graded with “anonymous grading” enabled so I won’t know whose paper I’m grading until I assign a grade. All projects should include a reference page properly citing any sources that you use, including assigned readings and lecture content. For full credit, you are expected to use at least 5 sources, beyond assigned readings, which should also be cited. For some projects, you will want to use considerably more.

This assignment is optional, so there is no penalty for not doing it. If you do choose to do it, your score on this assignment will be averaged with the 3 exams. Thus, if your three exam grades are 70, 75, and 80 and you do not submit this project, your average exam grade (worth 50% of your total grade) will be  $(70+75+80)/3=75$ . However, if you do submit a project and earn 95 on it, then your average exam grade (still worth 50% of your total grade) =  $(70+75+80+95)/4 = 80$ . Doing the optional project cannot hurt your grade. If your project score will lower your exam average, it will not be counted. Please note that this is set up to help students who struggled on exams raise their grade a little bit but is unlikely to be sufficient to overcome consistently poor exam performance. Note as well that, if you do well on the exams, there is little to gain from doing this assignment. That’s your reward for working hard to prepare for the exams. There are two possible options below. If you want to do this project, please pick one.

**Biography.** Interview someone who is more than 30 years old (older is better) and who identifies with a different race or ethnicity than you. Based on what you’ve learned from course lectures, readings, and other activities, as well as your own lived experiences, generate 7-10 open-ended interview questions. **Feel free to stop by to discuss your interview questions, as well as to talk about interviewing techniques in general.** *Conduct the interview and write a biographical piece about the person that describes what you learned from the interview and integrates it with course content AND additional readings not assigned for class that you selected specifically for this assignment.* Have the interviewee read and sign your paper (email verification is also ok) before you hand it in.

**Media analysis.** Examine how a particular television show represent EITHER a specific course topic (e.g., color-blindness, racial identity) or a specific non-dominant ethnic or racial group (e.g., Asian Americans) or subgroup (e.g., Asian American women). *Make sure that your analysis doesn’t just describe the media content but also integrates the course content and discusses the implications of what you find.* Your analysis should include a discussion of at least 5 different episodes of one particular show. This means that if you choose to analyze Blackish, your analysis should refer to at least 5 different Blackish episodes. Although the omission of ethnic and racial minority individuals from television is itself a problem, for the purposes of this assignment, episodes that don’t portray the group you chose (e.g., Asian American women) should not be included. Note: Satirical content (e.g., Dave Chappelle Show) should be treated as satire. If a satirical show is treated literally, it will not be graded.

### ***Exams*** (50% of total grade)

Rather than demonstrating that you have the ability and motivation to memorize some specific set of facts, the exams are designed to provide you with the opportunity to think deeply and critically about the course materials, integrate ideas, concepts, and theories from readings and lectures, and weigh the research evidence supporting different theories. To that end, all exams will be “open note”. That is, you will be able to use your own *hand-written* notes from class during the exam (you may not use printed or photo-copied notes). The exams are cumulative in the sense that material from an earlier exam may be incorporated into a question on a later exam, but the emphasis on each exam will be on course content covered since the previous exam.

There are three essay exams in the course. Each exam will have three (3) questions from which you will choose two (2) to answer. Each exam will be worth 100 points. Together, the three exams are worth 50% of the total grade.

If you cannot be in class on the scheduled exam day, you must obtain permission to take a make-up exam PRIOR to the regularly scheduled exam date. Make-up exams without prior approval will only be given without penalty under extenuating circumstances, such as a death or illness, and will require documentation from the student dean’s office (a note simply stating that you were at McKinley is not sufficient). If you miss an exam for other reasons (e.g., your alarm clock broke, you scheduled a job interview), you will be able to take the make-up exam within 5 days of the original exam date. However, 15% will be automatically deducted from your score.

### ***Extra Credit*** (TBA)

Some semesters there are speakers or other events on campus that clearly relate to this course. I will keep a lookout for such events and pass the information on to you. I also encourage all of you to let me know if you hear about something on campus that fits the above description. If I decide that a speaker (or event) is of sufficient relevance to the course and the space can accommodate the number of students in our course, I will provide extra credit to encourage you to attend. To earn the extra credit, you will need to make an “extra” journal entry on Canvas (I will create these specific journal categories for each event) following the usual journal structure (e.g., an observation about what happened, followed by an analysis). Please note that although the journal entry structure is the same, each extra credit entry will be worth just two points. This will be the only way to earn extra credit in this course.

## *Grading*

Each of the evaluated course requirements are worth the following percentage of the total grade:

Three mini-exams (and optional project)	50%
Racial identity paper	10%
Participation (online)	20%
Weekly journals	20%

Semester grades will be assigned according to the following scale. I realize that the cutoffs between the grades are somewhat arbitrary, even if they are consistent with traditional practices and university guidelines. However, the lines have to be drawn somewhere, and this is where I have determined they will be. Having so determined, in the interest of fairness, exceptions will not be made, even if a student is literally just a point short of the higher grade. If this appears petty – after all what possible harm could it cause – please keep in mind that in a class this size there will always be a handful (not just one) student who is a point short of a higher grade. To make an exception for one student and not another would be absurdly unfair, and to make an exception for the whole bunch would be the equivalent of moving the cutoff, which would only create a new group of students who are a point away. So, these are the cutoffs. Use them to plan the effort you put into your work.

The final letter grade will be based on a percentage based on the weights at the top of this page:

<u>Total %</u>	<u>Grade</u>
93-100	A
90-92.99	A-
87-89.99	B+
83-86.99	B
80-82.99	B-
77-79.99	C+
73-76.99	C
70-72.99	C-
67-69.99	D+
63-66.99	D
60-62.99	D-
<60	F

## Tentative Semester Schedule

This is a tentative schedule. Modifications may occur at any time in the semester, often to accommodate guest speakers, but sometimes for other reasons, including breaking news. Such modifications will always be announced in class and posted on Canvas. You are responsible for knowing about changes even if absent.

Week 1:  
Aug. 23, 25

### Introductions and expectations

American Sociological Association. (2003). *Statement of the American Sociological Association on the importance of collecting data and doing social scientific research on race*. Washington, DC: Retrieved from [http://www.asanet.org/images/press/docs/pdf/asa\\_race\\_statement.pdf](http://www.asanet.org/images/press/docs/pdf/asa_race_statement.pdf)

American Psychological Association. (2019). APA guidelines on race and ethnicity in psychology: Promoting responsiveness and equity. Retrieved November, 20, 2019. Retrieved from <https://www.apa.org/about/policy/guidelines-race-ethnicity.pdf>

Sensoy, Ö. & DiAngelo, R. (2014). Respect differences? Challenging the common guidelines in social justice education. *Democracy and Education*, 22(2), 1.

Week 2:  
Aug. 30, Sept 1

### Definitions and ideologies

Goodman, A. H. (2001). Six wrongs of racial science. *Race in 21st century America*, 25-47.

Yudell, M., Roberts, D., DeSalle, R., & Tishkoff, S. (2016). Taking race out of human genetics. *Science*, 351(6273), 564-565.

Fowers, B.J. & Richardson, F.C. (1996). Why is multiculturalism good? *American Psychologist*, 51, 609-621.

Cole, E. (2009). Intersectionality and research in psychology. *American Psychologist*, 64(3), 170-180.

\*\* **Optional:** Although it doesn't address race specifically, this site provides an analysis of political ideology based on several content areas grouped into two dimensions. It isn't required (and won't be evaluated) but you may find it useful and interesting: <http://www.politicalcompass.org>

Week 3:  
Sept. 6, 8

### Personal narratives about past and present significance of race (film: "True Colors")

Coates, Ta-Nehisi (2015). *Between the World and Me*. Random House

Thandeka. (1999). *Learning to be White: Money, race, and God in America*. Bloomsbury Academic

(optional) Williams, G. H. (1996). *Life on the color line: The true story of a white boy who discovered he was black*. Penguin.

(optional) Recommended Asian American memoirs by the L.A. Times

<https://www.latimes.com/entertainment-arts/books/story/2021-03-25/best-asian-american-books-memoirs-fiction-aapi-authors>

(optional) Ten Latinx memoirs, recommendations by Latinas Leyendo

<https://www.latinasleyendo.com/all-1/2019/11/21/10-latinx-memoirs-to-add-to-your-tbr>

Week 4:  
Sept. 13, 15

**Black racial identity** (film: “Do the Right Thing”)

Cross, Parham, & Helms (1991). The stages of black identity development: Nigrescence models. In R.L. Jones (Ed.). *Black psychology* (3rd ed., pp. 319-338). Cobb & Henry Pub.

Sellers, R.M., Smith, M.A., Shelton, J.N., Rowley, S.A., & Chavous, T.M. (1998). Multidimensional model of racial identity: A reconceptualization of African American racial identity. *Personality and Social Psychology Review*, 2, 18-39.

Clay, A. (2003). Keepin' it real: Black youth, hip-hop culture, and black identity. *American Behavioral Scientist*, 46(10), 1346-1358.

Week 5:  
Sept 20, 22

**White racial identity**

McIntosh, P. (1988). *White privilege and male privilege: A personal account of coming to see correspondences through work in Women's Studies*. Paper#189, retrieved from <http://web.clas.ufl.edu/users/leslieh/syg2000/whiteprivilege.html>

Helms, J.E. (1990). Toward a model of white racial identity development. In J.E. Helms (Ed.). *Black and white racial identity: Theory, research and practice* (pp. 49-66). Greenwood Press.

Matias, C. E. (2013). Who you callin' white?! A critical counter-story on colouring white identity. *Race Ethnicity and Education*, 16(3), 291-315.

James, O. R. (2014). White like me: The negative impact of the diversity rationale on White identity formation. *NYUL Rev.*, 89, 425.

Week 6:  
Sept. 27, 29

**Beyond black and white**

Nakashima, C.L. (1992). An invisible monster: The creation and denial of mixed-race people in America. In M.P.P. Root (Ed.). *Racially mixed people in America* (pp. 162-178). Sage Pub.

Martinez, E. (1993). Beyond Black/White: The racisms of our time. *Social Justice*, 20(1/2 (51-52), 22-34.

Alcoff, L. M. (2003). Latino/as, Asian Americans, and the black–white binary. *The Journal of Ethics*, 7(1), 5-27.

Roccas, S. & Brewer, M. B. (2002). Social identity complexity. *Personality and social psychology review*, 6(2), 88-106.

**\*\* 1<sup>st</sup> mini-exam Sept 29<sup>th</sup> \*\***

Week 7:  
Oct. 4, 6

### **Ethnic identity**

Jaret, C. (1995). Ethnic groups and ethnicity. *Contemporary racial and ethnic relations* (pp. 48-91). Harper Collins.

Ibrahim, F., Ohnishi, H., & Sandhu, D. S. (1997). Asian American identity development: A culture specific model for South Asian Americans. *Journal of Multicultural Counseling and Development, 25*(1), 34-50.

Rivas-Drake, D., Seaton, E. K., Markstrom, C., Quintana, S., Syed, M., Lee, R. M., ... & Yip, T. (2014). Ethnic and racial identity in adolescence: Implications for psychosocial, academic, and health outcomes. *Child Development, 85*(1), 40-57.

**\*\* Racial Identity assignment due Thurs., Oct. 6<sup>th</sup> \*\***

Week 8:  
Oct. 11, 13

### **American nationality and acculturation**

Walzer, M. (1990). The meaning of American nationality: What does it mean to be an American? In S. Steinberg (Ed.). *Race and ethnicity in the United States: Issues and debates* (pp 186-196). Blackwell Publishers.

Berry J.W. (2001). A Psychology of Immigration. *Journal of Social Issues, 57*, 615-631

[Cory Booker's speech during judge Ketanji Brown Jackson's confirmation hearings](#)

Week 9:  
Oct. 18, 20

### **Stereotypes and prejudice** (film: "A Class Divided")

Stangor, C. & Schaller, M. (1996). Stereotypes as individual and collective representations. In C. Stangor (Ed., 2000). *Stereotypes and prejudice: Essential readings* (pp. 64-82). Taylor and Francis Group.

Bordalo, P., Coffman, K., Gennaioli, N., & Shleifer, A. (2016). Stereotypes. *The Quarterly Journal of Economics, 131*(4), 1753-1794.

(optional) Allport, G.W. (1954). The Nature of Prejudice, Chapters 1-4. In C. Stangor (Ed., 2000). *Stereotypes and prejudice: Essential readings* (pp. 20-48). Taylor and Francis Group.

Week 10:  
Oct. 25, 27

### **The role of groups** (film: "The Color of Fear")

McCauley, C. (2001). The psychology of group identification and the power of ethnic nationalism. In D. Chiro & M. Seligman (Ed.). *Ethnopolitical warfare: Causes, consequences, and possible solutions* (pp. 343-362). Washington, DC: American Psychological Association.

Brewer, M.B. (1999). The psychology of prejudice: Ingroup love or outgroup hate? *Journal of Social Issues, 55*, 429-444.

Dovidio, J.F., Gaertner, S.L. & Kawakami, K. (2003). Intergroup contact: The past, present, and the future. *Group Processes & Interpersonal Relations, 6*, 5-21.

Week 11:  
Nov. 1, 3

### **Unintentional racism**

Ryan, W. (1976). The art of savage discovery: How to blame the victim. In *Blaming the victim*. Vintage Books.

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). Academic Press.

Neville, H. A., Awad, G. H., Brooks, J. E., Flores, M. P., & Bluemel, J. (2013). Color-blind racial ideology: Theory, training, and measurement implications in psychology. *American Psychologist*, 68(6), 455-466.

Staats, C., Capatosto, K., Tenney, L., & Mamo, S. (2017). State of the Science: Implicit Bias Review 2017 edition. *The Ohio State University, Kirwan Institute*. (pp. 12-66). Retrieved from <http://kirwaninstitute.osu.edu/wp-content/uploads/2017/11/2017-SOTS-final-draft-02.pdf>

Week 12:  
Nov. 8, 10

### **The U.S. (in)justice system**

Alexander, M. (2011). The new Jim Crow. *Ohio St. J. Crim. L.*, 9, 7.

Davis, F. E., Lyubansky, M., & Schiff, M. (2015). Restoring racial justice. *Emerging trends in the social and behavioral sciences: An interdisciplinary, searchable, and linkable resource*, 1-16.

(optional) Lyubansky, M. (2013). Restorative Justice for Trayvon Martin. *Journal for Social Action in Counseling & Psychology*, 5(1).

**\*\* No class Nov 8<sup>th</sup> National Election Day \*\***

**\*\* LAST WEEK OF JOURNALS \*\***

Week 13:  
Nov. 15, 17

### **Intelligence and education**

Neisser, U. et al. (1996). Intelligence: Knowns and Unknowns. *American Psychologist*, 51, 77-101.

Sternberg, R., Grigorenko, E. & Kidd, K. (2005). Intelligence, Race, and Genetics. *American Psychologist*, 60, 46-59.

Nov. 19-27:

### **FALL BREAK**

Week 14:  
Nov. 29, Dec 1

### **Resilience, resistance, and liberation**

hooks, b. (1990). Homeplace (a site of resistance) in *Yearning: Race, gender, and cultural politics* (pp. 41-49). South End Press.

Smith, A. (2013). The problem with “privilege”. In Geographies of Privilege. Routledge.

<https://andrea366.wordpress.com/2013/08/14/the-problem-with-privilege-by-andrea-smith/>

Harro, B. (2000). The cycle of liberation. In M. Adams et al (Eds.). *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism* (pp. 463-469). Routledge.

**\*\* OPTIONAL PROJECTS DUE Dec. 2<sup>nd</sup> \*\***

**\*\* 3<sup>rd</sup> exam Dec 1<sup>st</sup> \*\***

Week 15:  
Dec. 6

### **Closing activities**

Film (In Whose Honor?)

**\*\* THERE IS NO FINAL EXAM IN THIS COURSE \*\***



## A Restorative Classroom

It is something that we can only accomplish together, but I very much want this classroom to be a restorative space. I'll say more about restorative practices throughout the semester, but here are 10 ways to be restorative, based on [an article by Howard Zehr](#). Please know that I am committed to these principles, both in the classroom and in my personal life.

1. Take relationships with your classmates (and instructor) seriously, envisioning yourself in an interconnected web of people, institutions and the environment. Treat everyone respectfully, even those you feel don't deserve it, even those who have harmed or offended you or others.
2. Try to be aware of the impact - potential as well as actual - of your actions on others and the class.
3. When you become aware that your actions negatively impacted others, take responsibility by acknowledging and seeking to repair the harm - even if you can get away with avoiding or denying it.
4. Sensitively address injustice, including sexism, racism and classism. We'll discuss how in class.
5. View the conflicts and harms in class (and in your life) as opportunities. Much learning and connection can emerge from them.
6. Seek to understand, even if you don't agree.
7. Involve those affected by a decision, as much as possible, in the decision-making process.
8. Don't silence yourself. Engage in dialogue with others, even when what is being said is difficult, remaining open to learning from them and the encounter. It is my intention to create conditions where there is enough perceived safety for everyone to speak their "truth". For my part, I pledge to you to speak honestly (yet, hopefully, with sensitivity) about whatever we're discussing. I would very much like if others did the same.
9. Be cautious about imposing your "truths" and views on other people and situations. Every person has a right to (and is responsible for) their own feelings, thoughts, and beliefs. *We are not always going to agree or see everything the same way.* Try to approach disagreement by focusing on your own understanding and growth rather than on trying to change someone else.
10. Be aware of your internal state. Give yourself and each other permission to be sad and afraid, and even confused and angry. Feeling something is not the same as acting on those feelings. The latter can sometimes cause harm but it's always ok to feel whatever we are feeling. If you do find yourself feeling unusually emotional, you might want to think or even talk it through with me, a classmate, or someone else you trust in order to make sense of your experience. If you want to do so, you may also express what you're feeling in class. Emotions are a form of feedback that something important is happening. If they are ignored, they'll keep coming back, sometimes when they are least welcome.

***Additional thoughts on change and growth:*** Change and growth take courage. Our current ways of thinking, whatever they may be, are in many ways comfortable, in part because they are familiar. We can predict how our friends and relations (and even our classmates and instructors) will respond to us. New ways of thinking are, by definition, unfamiliar and, therefore, scary because we don't know how others will respond. As the semester begins, I have no way of knowing how any of you might change and grow, but I know that many of you will. This kind of personal growth is not a course requirement and will not ever be formally evaluated, but for those of you who are open to it, I want you to know that, no matter where you start or even where you end up at the end of the class, I value your effort and engagement and wish you an exciting and fulfilling journey of discovery.