

Intergroup Dialogue: Topics on the Psychology of Race & Gender
EDP 210-3 (Unique 10470)
Spring 2016

*****YOU ARE RESPONSIBLE FOR ALL THE MATERIAL IN THIS SYLLABUS*****

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Office hours are by appointment

Class: Wednesdays 3-5PM in SZB 422

Required readings will be posted to the course Canvas site

Course Description

Discussions about issues of conflict and community are needed to facilitate understanding between social and cultural groups. During this course, students will participate in a semester-long dialogue about the psychology of race and gender. Students will read and discuss scholarly articles relevant to the scheduled topics of the psychology of race and gender. Class discussions will focus on reactions and insights to the readings and other relevant topics and current events introduced in the discussion or by the instructor.

In this class, students will gain an introduction to the psychology of race and gender. Further, students will gain an understanding of the intersectionality of the psychology of social and cultural issues, specifically intersections of race and gender. This introduction is intended to prepare students for future in-depth learning about the Psychology of Women or Psychology of Race & Racism.

Students will also learn and practice dialogic communication skills which include speaking respectfully, listening to process information, suspending judgement, and exploring assumptions and reactions through readings and dialogue activities. Students will use their understanding of intersectionality and dialogic communication skills to discuss course readings and current events. Students will apply their understanding of intersectionality to a current event of their choosing for their final presentation and op-ed paper.

Grades

This is a two-credit, letter-graded course. Grades will be based on the cumulative number of points earned in class from the following elements:

Attendance:	14 points
Participation:	42 points
Discussion Questions:	26 points
Journal Entries (3):	30 points
Personal Reflection Paper:	18 points
Op-Ed Paper:	30 points
Presentation:	40 points
TOTAL POINTS:	200 POINTS

The following scale will be used to determine final letter grades:

200-187 points = A (100-94%)	158-153 points = C+ (79-77)
186-179 = A- (93-90)	152-147 = C (76-74%)
178-173 = B+ (89-87)	146-139 = C- (73-70)
172-167 = B (86-84)	138-119 = D (69-60)
166-159 = B- (83-80)	118 and lower = F (59% and lower)

Attendance and Participation

Because this course attracts students who are strongly interested in this experience, we anticipate that most (hopefully all) students will receive full credit for attendance and in-class participation (including completion of the weekly readings). Since the majority of the learning dialogue takes place during the two-hour class sessions, attending class and participating in class discussion are vital components of successfully completing this course. You are expected to attend and be prepared for every class period. Class discussion is based on the readings in the course and any additional materials and experiences shared in class. Therefore, you are expected to be an INFORMED participant in class discussion.

Should an emergency arise that prevents attendance for a specific session (illness, accidents, etc.), it is the responsibility of the student to contact the instructor and TA. You are allowed one **excused** absence (sick with a doctor's excuse, a conference with proof of registration, etc). More than two absences will drop you one letter grade. Four or more absences will drop your grade to an "F" for this course. Significantly late or early departure from class will also count as an absence.

Persons who have religious or cultural observations that conflict with dialogue meetings should let the instructor and TA know by February 3rd so we can make sure you will not be penalized for missing class. We strongly encourage you to honor your cultural and religious holidays. However, if we do not hear from you by February 3rd, we will assume you plan to attend all dialogue sessions, and full attendance will be required (as outlined above).

Discussion Questions

Each week students are expected to create a discussion question based on that week's readings and to submit these questions PRIOR TO CLASS TIME. Discussion questions are meant to direct class discussion and can be rooted in reactions you had while reading, questions you asked yourself, integrating current events, or suggesting perspectives you think should be considered.

Discussion questions are due by 11:59PM on the Tuesday evening before class and will be posted to Canvas.

Journals

Students are expected to write 3 journal entries over the course of the semester, and each entry must be at least 2 pages long. The entries are opportunities for you to process your reactions to the readings and discussion topics we have covered, to share your relevant personal observations and insights, and to reflect on what you have learned so far. Journals are worth 10 points each.

Journals are due by 11:59PM on the date they are assigned. Journals must be TYPED in Times New Roman 12 point font, double-spaced, and with 1 inch margins for all sides. You will upload your entries to CANVAS.

Personal Reflection Paper

Students are expected to write a final personal reflection paper at the end of the course. This paper should be 3-5 pages long and summarize your personal experience in the course. Your journal entries should serve as a good source of data about your reflections on the course material over the semester. This paper should include what you felt was the most important part of the class, a reflection on your personal growth, and a reflection on the course material and discussions. **This paper must be typed using Times New Roman 12 point font, double-spaced, and have 1 inch margins for all sides. You will upload your paper to CANVAS.**

Op-Ed Paper

Students are expected to apply their knowledge of the psychology of race and gender to a current event of their choosing by writing an op-ed assignment. This assignment must be 2-4 pages long and reference 2 additional information sources. This current event must be relevant to the psychology of race and/or gender and must be unique from the topics scheduled in the syllabus. The topic must be submitted to the instructor and TA by 11:59PM on March 2nd for approval. Op-eds are editorial pieces centered on a current event or a pattern of events discussed in the broader context of the relevant cultural psychology and social systems. More information will be given later in the semester. **The op-ed paper will be due by class time during the first week of presentations (by 3PM on April 6th).** This paper must be TYPED in Times New Roman 12 point font, double-spaced, and have 1 inch margins for all sides. You will upload your paper to CANVAS.

In-Class Presentation

As a follow-up to your op-ed paper, you will give a presentation of your topic to the class. Your presentation of the topic must be 5-7 minutes in length, and it will be followed with 10-15 minutes of class discussion. More information will be given later in the semester. **For this presentation, you are also expected to provide at least one relevant reading that must be posted to Canvas by 11:59PM on Sunday, April 3rd regardless of your presentation date.**

Policies

Laptops & Cell Phones:

Laptop use is not permitted during class time. Cell phones should be turned off or put on a QUIET vibrate or silent mode. No texting during class please.

UT Honor Code:

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Academic Integrity:

You and other students are expected to "maintain absolute integrity and a high standard of individual honor in scholastic work" undertaken at the University ([Sec. 11-801, Institutional Rules on Student Services and Activities](#)). This is a very basic expectation that is further reinforced by the University's [Honor Code](#). At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to: (1) acknowledge the contributions of other sources to your scholastic efforts; (2) complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them; (3) follow instructions for assignments and exams, (4) observe the standards of your academic discipline and (5) avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

Students found guilty of academic dishonesty (including all forms of cheating) will receive a grade of 0 (note the academic dishonesty policy refers to all work and tests in the course, not just exams). For further information about academic dishonesty, please visit: http://deanofstudents.utexas.edu/sjs/acint_student.php

Religious Holidays:

Religious holy days sometimes conflict with class and examination schedules. If you miss an examination, work assignment, or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of The University of Texas at Austin that you must notify each of your instructors at least fourteen days prior to the classes scheduled on dates you will be absent to observe a religious holy day.

Canvas:

This course uses Canvas, a Web-based course management system in which a password-protected site is created for each course. The readings that do not come out of the texts will be posted on Canvas. You will be responsible for checking the Canvas course site regularly for class work and announcements. As with all computer systems, there are occasional scheduled downtimes as well as unanticipated disruptions. Notification of these disruptions will be posted on the Canvas login page. Scheduled downtimes are not an excuse for late work. However, if there is an unscheduled downtime for a significant period of time, I will make an adjustment if it occurs close to the due date. Canvas is available at <http://courses.utexas.edu>. Support is provided by the ITS Help Desk at 475-9400 Monday through Friday 8 am to 6 pm, so plan accordingly.

University Email Notification Policy:

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>. In this course e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements.

Disabilities:

Students with disabilities who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. Five business days before an exam the student should remind the instructor of any testing accommodations that will be needed. See website below for more information: <http://deanofstudents.utexas.edu/ssd/providing.php>

Emergency Evacuation Policy and Other Emergency Instructions:

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

In the event of an evacuation, follow the instruction of faculty or class instructors.

Do not re-enter a building unless given instructions by the following: The University of Texas at Austin Police Department, or Fire Prevention Services office.

Other important Emergency Information: <http://www.utexas.edu/safety/preparedness/>

Behavior Concerns Advice Line: Use this resource to help fellow UT members about which you have concerns BCAL: 512-232-5050

TENTATIVE COURSE SCHEDULE

JANUARY 27	Setting a Climate for Dialogue <ul style="list-style-type: none"> ▪ hooks, bell (2013). Teaching I: Critical thinking ▪ Huang-Nissen, Sally (1999). Defining the principles of dialogue ▪ Zuniga, Ximena (2003). Bridging differences through dialogue
FEBRUARY 3	Defining Gender & Race <ul style="list-style-type: none"> ▪ Smedley, Audrey & Smedley, Brian (1995). Race as biology is fiction; racism as a social problem is real ▪ Unger, Rhoda (1979). Toward a redefinition of sex and gender
FEBRUARY 10	Ethnic & Racial Identity <ul style="list-style-type: none"> ▪ Awad, Germiné (2016). Arab Americans shouldn't be classified as White (OP-ED) ▪ Harris, Aisha (2016). Where I'm from: Black American vs. African American (OP-ED) ▪ Navarro, Mireya. Going beyond Black and White, Hispanics in census pick 'other' ▪ Phinney, Jean (1996). When we talk about ethnic groups, what do we mean? ▪ Shah, Sonia. Asian-Americans?
FEBRUARY 17	Gender Socialization <ul style="list-style-type: none"> ▪ Addis, Michael & Mahalik, James (2003). Men, masculinity, & the contexts of help-seeking ▪ Awad, Germiné & Reilly, Erin (2015). Motherhood myths and postpartum depression. ▪ Hyde, Janet (2005). The gender similarities hypothesis ▪ Kite, Mary (2001). Changing times, changing gender roles ▪ Lippa, Richard (2006). Gender reality hypothesis
FEBRUARY 24	Modern Forms of Prejudice <ul style="list-style-type: none"> ▪ Awad, Germiné & Rackley, Kadie (in press). Prejudice & discrimination. ▪ Neville, Helen, Awad, Germiné, et al. (2013). Color-blind racial ideology ▪ Neville, Helen & Awad, Germiné (2014). Why racial color-blindness is myopic

**Journal 1 due by
11:59PM**

MARCH 2	Media Portrayals & Representation ▪ Film: Miss Representation	Op-Ed topic due by 11:59PM
MARCH 9	Microaggressions ▪ Sue, Derald Wing et al. (2007). Racial Microaggressions in Everyday Life ▪ Sue, Derald Wing (2013). The psychology of racial dialogues	Journal 2 due by 11:59PM
MARCH 16	SPRING BREAK!	
MARCH 23	Intimate Partner Violence ▪ Johnson (2005). Domestic violence: It's not about gender—is it? ▪ National Center on Domestic and Sexual Violence – The power and control wheel ▪ Stark (2007). excerpts from Coercive Control: How men entrap women in personal life	
MARCH 30	White Privilege & Solutions ▪ McIntosh (1988). White privilege and male privilege ▪ Wise, Tim (2015). Mimicry is not solidarity	
<i>SUNDAY, APRIL 3</i>		<i>Post presentation reading by 11:59PM</i>
APRIL 6	Presentations	Op-Ed papers due by 3PM
APRIL 13	Presentations	Journal 3 due by 11:59PM
APRIL 20	Presentations	
APRIL 27	Presentations	
MAY 4	Presentations	Personal Reflection papers due by 3PM