

Psychology of Race & Racism
EDP 362-6 Unique-10092/AFR 374D-8 Unique-35367
Fall 2010

YOU ARE RESPONSIBLE FOR ALL THE MATERIAL IN THIS SYLLABUS

Instructor:	Dr. Germiné Awad	Office hours:	T 12:30-1:30
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Lecture Time: TTH 3:30-5 pm SZB 422

Teaching Assistant:	Email:	Office:	Office hours:
Collette Chapman	cochapman@gmail.com	SZB 435 #42	TH 2:30-3:30pm

Required Texts: Smedley, A. (2007). *Race in North America: The Evolution of a Worldview* (3rd Ed.) Boulder: Westview Press. ISBN:0-8133-4357-7

Gould, S. J. (1996). *The mismeasure of man*. (2nd Ed.). New York: W. W. Norton & Company. ISBN:0-393-31425-1

Course Description:

This course reviews the history and evolution of the construct of race as a psychological and social phenomenon. While the course will be largely social psychological in nature, the insidiousness of race in practically every sphere of life necessitates a multidisciplinary approach. As such, in addition to readings from psychology, students will also be exposed to ideas in the areas of anthropology, sociology, and biology. The course will emphasize a theoretical and conceptual approach toward understanding the psychology of racial thinking.

Grades will be based on the cumulative number of points earned in the class from the following elements:

Exams:	300 points total
Pop Quizzes:	70 points total
Journals:	60 points total
Critique papers:	50 points total
Personal reflection paper:	50 points
Participation:	50 points total
Total Points = 580	

The following scale will be used to determine final grades:

504-521 points = B+	540-580 points = A	522-539 points = A-
447-463 points = C+	481-503 points = B	464-480 points = B-
	423-446 points = C	406-422 points = C-
	348-405 points = D	
	347 or less = F	

Exams: There will be three exams covering information provided in the lecture and the text. The exams will consist of short answer, essay, and multiple choice questions. Each exam is worth 100 points. The final will have a cumulative section.

Pop Quizzes:

There will be 9 unannounced pop quizzes given in class. These quizzes will have 5 short answer questions based on reading and lecture material. Furthermore, the quizzes serve as practice items for the exams. Quizzes are worth 10 points each and your two lowest quiz scores (including zeros) will be dropped. **There will be no make-ups for quizzes.**

Journals:

Students are expected to maintain a journal and each journal must be at least 2 double-spaced pages long. The entries are to reflect your personal observations of issues related to the course, your reaction to this information, and reflections on what you have learned. Journals are worth 20 points each. **Journals must be TYPED. Papers must be in Times New Roman 12 point font, default margins.**

Critique Papers:

Students will be asked to write two critique papers throughout the course of the semester. The first critique will be based on your analysis of a movie that has ethnic, racial, and/or cultural themes. The second paper will be based on a newspaper, internet article (from a reliable source), journal article, or other similar media that address some racial, ethnic, and/or cultural concept discussed in the class. Specific criteria related to these papers will be posted on Blackboard. These critiques are worth 25 points each. **Critique papers must be TYPED. Papers must be in Times New Roman 12 point font, default margins.**

Personal Reflection paper:

You will be required to complete a 5-7 page reflection paper in this course. This paper should summarize your personal experience in the course. Journals should serve as a good source of data about how you were feeling about material in the course. 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. **Papers must be in Times New Roman 12 point font, default margins.**

Attendance & Participation:

You are expected to attend and be prepared for every class period. Class discussion is usually based on the readings in the course. Therefore, you are expected to be an INFORMED participant in class discussion. You are allowed three unexcused absences for the course. After the fourth absence, you must provide valid documentation explaining your absence. This documentation must be approved by Dr. Awad. More than 3 unexcused absences will affect your final grade (e.g., if you are currently getting a B in the course when you attain 4 absences, your grade will drop to C):

Fourth Unexcused Absence: Loss of one letter grade (The best grade you can make in the course is a "B")

Fifth Unexcused Absence: Loss of two letter grades (The best grade you can make in the course is a "C")

Sixth Unexcused Absence: Loss of three letter grades (The best grade you can make in the course is a "D")

Seventh Unexcused Absence: Automatic grade of "F"

One make-up exam will be offered for students with excused absences for an exam date. To obtain an excused absence, you must:

- ❖ Provide a written note with your name, and the day you will be/ were absent, verification for the absence (e.g., doctor's visit documentation*, sports meet, class field trip, obituary).
 - For illnesses or doctor's visits, the physician's note must state that you were physically unable to attend class or it was medically inadvisable for you to do so.
- ❖ If you miss class due to an emergency, you must email Dr. Awad with a note explaining the absence no more than 48 hours after the missed class day.
- ❖ You must make-up the exam by the next class day after the absence (or when you are physically able to attend class).

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.

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

Blackboard:

This course uses Blackboard, 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 Smedley and Gould texts will be posted on Blackboard. You will be responsible for checking the Blackboard 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 Blackboard 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. Blackboard 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>

TENTATIVE COURSE SCHEDULE

APPROX. DATE	READINGS	ASSIGNMENTS & INFORMATION
8/26	Introduction, Famous Last words	
8/31	Prejudice and Racism Revisited (1997) by James Jones (ch 1)* "The Noble Savage" and Science (Guthrie, ch1 reading)* Beyond Black/White: The Racisms of Our Time (Martinez Reading)* Asian Americans? (Sonia Shah)* Going Beyond Black and White, Hispanics in the Census Pick Other (Mireya Navarro)*	
9/2	Some Theoretical Considerations (Smedley ch.1) Etymology of the term "race" (Smedley ch. 2)	
9/7	Racial Variation and the perception of Human differences (Molnar, ch. 1)* Does Race Exist? A Proponent's Perspective (2001) by George W. Gill (BB reading)* Does Race Exist? An Antagonist's Perspective (2001) by C. Loring Brace (BB reading)*	
9/9	The Geometer of Race (1994) by Stephen Jay Gould (BB reading)* Terms of Estrangement (1994) by James Shreeve (reading)* Race and Color (1994) by Jared Diamond (reading)*	9/10- Last day to drop a class for a possible refund.
9/14	Video 1	
9/16	Exam 1	Journal 1 due
9/21	History of Race and Racism The Problem of the Color Line (Jones ch. 2)* Attacking the Problem (Jones ch. 3)*	9/22- Last day to drop without academic penalty
9/23	Affirmative Action The Problem I: Change and Continuity in the 1970s (Jones ch. 4)* Ten Myths About Affirmative Action by Scott Plous (Reading)*	
9/28	The Problem II: Conflict and Change in the 1980s (Jones ch. 5)* The Challenge of Aversive Racism: Combating Pro-White Bias (Gaertner et al.)*	
9/30	Antecedents of the Racial Worldview (Smedley ch. 3)	Critique Paper 1 DUE
10/5	Comparing Slave Systems: The significance of "racial" servitude (Smedley ch. 6)	
10/7	Understanding Prejudice and Stereotypes Introduction to the Study of Stereotyping and Prejudice (Nelson, ch. 1)*	
10/12	Origin and Maintenance of Stereotypes & Prejudice (Nelson, ch 2)*	

APPROX. DATE	READINGS	ASSIGNMENTS & INFORMATION
10/14	Feeling versus thinking in the Activation of stereotypes (Nelson, ch 3)*	Journal 2 Due
10/19	Video	
10/21	Exam 2	
10/26	Understanding Racism Racism: What Is It and How Does It Work? (Jones ch. 13)	
10/28	A Different Order of Being: 19 th Century Science and the Ideology of Race (Smedley ch. 10)	
11/2-11/4	American Polygeny and Craniometry before Darwin (Gould ch. 2) Measuring Heads (Gould ch. 3)	
11/9	The heriditarian theory of IQ (Gould ch. 5)	JOURNAL 3 DUE
11/11	20 th Century Developments in Race Ideology by Audrey Smedley (ch. 12)	
11/16	Video	
11/18	Tim Wise: A White Journalist's Critical Perspectives Motive and Opportunity: The Difference Between White and Others* The Trouble With Tolerance by Tim Wise (reading)* Membership Has Its Privileges by Tim Wise (reading)* White Privilege: Unpacking the Invisible Knapsack (McIntosh)*	Critique Paper 2 DUE
11/23	Can't We All Just Get Along? Are There Any Possible Solutions? Dismantling the Folk Idea of Race: Transformation of an Ideology (Smedley ch. 14)	
11/25	THANKSGIVING BREAK	
11/30	Reducing Prejudice (ch.9) by Todd Nelson* <u>Epilogue: Prejudice, Racism, and Diversity</u> by James Jones (ch. 18 of Prejudice and Racism)*	Personal Reflection Due
12/2	Final Exam	

NOTE. THIS SCHEDULE SHOULD BE CONSIDERED TENTATIVE. I RESERVE THE RIGHT TO TAKE MORE OR LESS TIME ON TOPICS. YOU WILL BE GIVEN AMPLE NOTICE IF AN EXAM DAY IS CHANGED. *READINGS AVAILABLE ON BLACKBOARD