

Intergroup Dialogue: Topics in the Psychology of Race & Gender
EDP 316 (Unique 10555) – Fall 2017

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

Instructor: Kadie R. Rackley, M.Ed.
Class: Wednesdays 3-6PM in SZB 278

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Office hours are by appointment

Required readings will be posted to the course Canvas site under Modules.

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 and editorial articles relevant to the scheduled topics within 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 acquire an introduction to the psychology of race and gender. Further, students will gain an understanding of the intersectionality in 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 topics in the Psychology of Women and the Psychology of Race & Racism courses.

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 relevant current event of their choosing for their final op-ed project.

This course carries the skills and experience flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from discussions and assignments covering the perspectives and backgrounds of at least one U.S. cultural group that has experienced persistent marginalization.

Grades

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

Attendance:	13 points total
In-Class Participation:	45 points total
Discussion Questions:	26 points total
Journal Entries (2):	40 points total
Op-Ed Topic:	6 points
Op-Ed Paper:	30 points
Op-Ed 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, it is anticipated 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 class sessions, attending and participating in class discussions are required components for successfully completing this course. You are expected to attend and be prepared for every class session. Class discussion is based on the assigned readings 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 class session (illness, accidents, etc.), it is your responsibility to contact the instructor. Students are allowed **one excused absence** (sick with a doctor's excuse, a conference with proof of registration, etc.). Significantly late arrival or early departure from class will also count as an absence. Two unexcused absences will drop you one letter grade; an additional (3 total) unexcused absence will drop you a second letter grade. Four or more absences will drop your grade to an "F" for this course.

Students who have religious or cultural observations that conflict with class sessions should let the instructor know by the second class day so they will not be penalized for missing class. Students are strongly encouraged to honor their cultural and religious holidays. However, if arrangements are not made by the second class day, the assumption is you plan to attend all class 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 the 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 10:00AM the morning of class sessions and will be posted to the respective discussion threads on Canvas.

Journals

Students are expected to write 2 journal entries over the course of the semester, and each entry must be at least 2 full pages long. The entries are opportunities for you to process your reactions to the readings and discussion topics from class, to share your relevant personal observations and insights, and to reflect on what you have learned so far. Journals are worth 20 points each.

Journals are due by 11:59PM on the respective due dates. Journals must be TYPED in Times New Roman 12 point font, double-spaced, and with 1 inch margins for all sides. Papers must be uploaded 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. 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. 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 for approval. More information will be given later in the semester. **The op-ed paper will be due by 11:59PM on its due date (the first day of presentations).** **This paper must be TYPED in Times New Roman 12 point font, double-spaced, and have 1 inch margins for all sides. Papers must be uploaded to CANVAS.**

Op-Ed In-Class Presentation

As a follow-up to the op-ed paper, students will give an in-class presentation of their op-eds. Presentations must be 5-7 minutes in length, and will be followed by brief class discussions. Students are expected to include at least one discussion question at the end of their presentations to facilitate these discussions. Presentations are expected to be uploaded to CANVAS the evening after the student has presented. More information will be given later in the semester. **For this presentation, students are also expected to provide at least one relevant reading for the class that must be posted to Canvas by 11:59PM on the Sunday before the first day of presentations, regardless of 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 and plagiarism) 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

AUGUST 30	Syllabus & Introductions	
SEPTEMBER 6	Defining Gender & Race <ul style="list-style-type: none"> ▪ Smedley & Smedley (2005). Race as biology is fiction; racism as a social problem is real ▪ Unger (1979). Toward a redefinition of sex and gender Setting a Climate for Dialogue (cont.) <ul style="list-style-type: none"> ▪ Huang-Nissen, (1999). Defining the principles of dialogue 	
SEPTEMBER 13	Ethnic & Racial Identity <ul style="list-style-type: none"> ▪ <i>OP-ED</i>: Awad (2016). Arab Americans shouldn't be classified as White ▪ <i>OP-ED</i>: Harris (2016). Where I'm from: Black American vs. African American ▪ Navarro (2003). Going beyond Black and White, Hispanics in census pick 'other' ▪ Phinney (1996). When we talk about ethnic groups, what do we mean? ▪ Shah (1999). Asian-Americans? 	
SEPTEMBER 20	Gender Socialization <ul style="list-style-type: none"> ▪ Hyde (2005). The gender similarities hypothesis ▪ Kite (2001). Changing times, changing gender roles ▪ Lippa (2006). Gender reality hypothesis ▪ <i>OP-ED</i>: Welson-Rossman (2017). Hidden Figures: Inspiring STEM heroes for girls 	
SEPTEMBER 27	Modern Forms of Prejudice <ul style="list-style-type: none"> ▪ Awad & Rackley (in press). Prejudice & discrimination. ▪ Gaertner & Dovidio (2005). Aversive racism ▪ <i>OP-ED</i>: McGhee (2016). "I'm prejudiced," he said. Then we kept talking ▪ Neville & Awad (2014). Why racial color-blindness is myopic 	Journal 1 due by 11:59PM
OCTOBER 4	Media Portrayals & Representation <ul style="list-style-type: none"> ▪ <i>In-Class Film: Miss Representation</i> ▪ <i>OP-ED</i>: Desta (2016). Latino, Asian, and Native American actors aren't at the Oscars either ▪ <i>OP-ED</i>: Mendelson, Scott (2017). "Hidden Figures" proves that films about women are not Box Office poison 	Op-Ed topic due by 11:59PM

	<ul style="list-style-type: none"> ▪ OP-ED: Myre (2016). U.S. Women are the biggest winners at the Rio Olympics ▪ OP-ED: Porter (2016). What it's like being a man in rural American ▪ OP-ED: Rodriguez (2015): Steph Curry: Bringing daughter to press great example ▪ OP-ED: Ryzik (2016). What it's like to work in Hollywood
OCTOBER 11	Intimate Partner Violence <ul style="list-style-type: none"> ▪ <i>In-Class Film: Tough Guise</i> ▪ OP-ED: Dickey (2016): Program teaches bartenders signs of sexual violence ▪ Johnson (2005). Domestic violence: It's not about gender—is it? ▪ OP-ED: Kutner (2016): These 14 women were attacked for rejecting men ▪ National Center on Domestic and Sexual Violence – The power and control wheel ▪ Stark (2007). Coercive Control: How men entrap women in personal life
OCTOBER 18	Microaggressions <ul style="list-style-type: none"> ▪ OP-ED: Chung (2016). Good intentions and the benefit of the doubt ▪ Sue et al. (2007). Racial Microaggressions in Everyday Life ▪ Sue (2013). The psychology of racial dialogues
OCTOBER 25	Privilege & Solutions <ul style="list-style-type: none"> ▪ OP-ED: Crosley-Corcoran (2014). Explaining White privilege to a broke White person ▪ McIntosh (1988). Unpacking the invisible knapsack ▪ Wise (2000). Membership has its privileges
SUNDAY, OCTOBER 29	Post presentation reading by 11:59PM
NOVEMBER 1	Presentations Op-Ed papers due by 11:59PM
NOVEMBER 8	Presentations
NOVEMBER 15	Presentations Journal 2 due by 11:59PM
NOV. 22	NO CLASS – THANKSGIVING HOLIDAYS
NOV. 29	Presentations
DECEMBER 6	Presentations