

Difficult Dialogues: Gender and Racial Attitudes
UGS 303 (Unique #63685)
Dr. Rebecca S. Bigler
Fall 2010

CLASS MEETING TIME: Tuesdays and Thursdays 2:00-3:30 pm
PLACE: Seay Building 3.250
UNIQUE #: 63685

Professor: Dr. Rebecca Bigler
Office: 5.250 Seay Building
Phone: 471-9917
E-mail: bigler@psy.utexas.edu

Office Hours: Mondays and Fridays 10:30-12:00, and by appointment.

Instructor

I am delighted to be teaching this course. I do not have a teaching assistant for the course and thus you should come directly to me with any questions or concerns that you have about the class, even if they are minor. The best way to reach me is via email. I also hope to get to know each of you very well and for you to get to know your classmates very well. One of my most important goals in this course is to build a close, supportive, honest community (including myself) in which we learn together and from each other. To do so, it will be important that you contribute to class discussion (even if you are shy—please tell me if that is an issue!) and that I get to know you. As you'll see below, your first assignment will require a visit to my office. I look forward to meeting all of you!

Course Description

This course is an interdisciplinary introduction to study of gender and racial attitudes among children and adults. We will begin by discussing the definitions of gender and racial attitudes and their general importance within society. Next, we will examine the acquisition and developmental trajectories of gender and racial attitudes in children. An emphasis will be placed on understanding and evaluating evidence concerning the acquisition of gender and racial attitudes. We will also carefully examine what is known about the effects of individuals' gender and racial attitudes on their social relationships, academic achievement, vocational goals, memory, and sense of personal identity. Readings will also address research on interventions designed to promote racial and gender attitude change and issues concerning discrimination and the law.

Because this is a "Signature" course, we will go together as a class to hear a University Lecture on Oct. 5 at 7:00 pm (the two major lectures are described below) and we will take a trip to the Blanton art museum in September, followed by an in-class look at the work of artist Fred Wilson (see <http://www.pbs.org/art21/artists/wilson/index.html> for a biography) on Sept. 23.

Course Readings

Course handouts, assignments, announcements, and other materials will be posted on Blackboard. You can access Blackboard by going to <http://courses.utexas.edu> and entering your UTEID and password.

Course Prerequisites

None. This course satisfies the requirement for a “Signature” course.

Course Requirements and Grading Procedure

The requirements for the course include a midterm exam, two short (i.e., 4-5) papers, a letter, and a term paper. You are also required to attend class and to keep an informal journal related to course content. You will be able to earn 150 possible points in the course. The assignments and their point values are described below.

Grading and Requirements	Points	Draft Due Date / Final Due Date
Letter: (1-2 pages)	10 pts	SEPTEMBER 16 / SEPTEMBER 23
Interview: (4-5 pages)	15 pts	OCTOBER 5 / OCTOBER 12
Midterm: 20 multiple choice & 2 essays	40 pts	OCTOBER 19
Court Case Notes (4-5 pages)	15 pts	NOVEMBER 18
Term Paper: (10-15 pp.)	40 pts	NOVEMBER 23 / FINALS WEEK (TBA)
Journal	10 pts	OCTOBER 21 / DECEMBER 2
Attendance/Class participation	20 pts	
<hr/>		
Total:	150pts	

Exam

There will be a midterm exam (worth 40 points; 27% of final grade). It will consist of 20 multiple-choice questions (worth one point each) and two essay questions (worth 10 points each) covering the readings from the first half of the course. This exam will take place in class on October 19. **You will be given a list of five essay questions in class on October 12 (i.e., one week before the exam). Two of the five will be selected via a random drawing during the in-class exam.**

Writing Assignments

Journal. You will be required to keep a journal during the semester. In the journal, you will record observations and experiences related to course content (e.g., advertisement or television programming related to course themes, your reactions to readings, comments that you are preparing for class). Journals will be due at two points: **OCT. 21** (mid-semester) and **DEC. 2** (last day of class). Journals must have a minimum of six entries. Feedback will be given at mid-semester (minus, check, plus) and final grades will be assigned at the end of the semester (10 points).

Letter. You will be required to write one letter to a business, organization, or individual. The letter should concern some gender- or race-related issue that we have covered, or will cover, during the semester. (You need not actually mail the letter.) *You must discuss the topic of the letter with me prior to turning in your draft.* The letter should be 1-2 pages long. The initial COMPLETED draft is due in class on Thursday, **SEPTEMBER 16.** The final version is due in class on Tuesday, **SEPTEMBER 23.** The letter is worth 10 points. *(See the grading rubric for this assignment at the end of the syllabus as a model for grading procedures.)*

Court Case. The class will hold a mock trial of the current affirmative action lawsuit against The University of Texas at Austin. The class will be divided into groups of (a) lawyers on behalf of UT, (b) lawyers on behalf of the plaintiffs, and (c) jurors, and (d) journalists. Lawyers will prepare notes to argue their cases, jurors will draft opinions, and journalists will draft newspaper or magazine stories. Materials will be due in class on **NOVEMBER 18.**

Interview. You will also be required to conduct and write-up an interview (worth 10 points) with an individual concerning gender and/or racial issues in his or her life (e.g., identity, prejudice, attitudes). You should relate the respondent's answers to one or more of the issues discussed in class or in our readings. This paper should also be 4-5 pages long. The initial version (ANY STAGE OF COMPLETION) is due in class on Thursday, **OCTOBER 5.** The final version of the paper is due in class on Thursday, **OCTOBER 12.**

You will also complete a term paper (10-15 pages) on a topic related to gender or racial attitudes. You must get the topic of the paper approved by me during a visit to my office hours. I encourage you to select a topic and come to see me early in November. The first version (ANY STAGE OF COMPLETION) of the paper is due during the week of NOVEMBER 22 (i.e., Nov. 22-26). The paper will be worth 40 points (27% of the final grade) and the final version will be due during the final exam period. Papers should be placed in my mailbox on the fourth floor of the Seay Psychology Building by 5:00 pm on the assigned date (TBA).

ALL WRITING ASSIGNMENTS ARE DUE AT THE START OF CLASS ON THE DATE THAT THEY ARE ASSIGNED. PLEASE BRING A HARD COPY TO CLASS AND KEEP A BACK-UP COPY.

Course Policies

Attendance

I will not take attendance after the first few class meetings. I dislike using course time to do so. I will take attendance at the beginning of the semester merely as a way for us to learn each other's names. You are expected, however, to attend class and to contribute to the discussion of the assigned reading. If you know that you will be absent, you need to notify me in advance. Attendance and class participation will be worth a total of 20 points (13% of the final grade). It is quality, however, and not quantity, that is important.

Missed Examinations

Make-up exams will be given only in compelling circumstances. The make-exams will consist of four essay questions covering the material discussed in the lectures, readings, and films.

Late Work Policy

Extensions of time allowed to complete assignments will be given only in compelling circumstances. Please see me if you are unable to complete an assignment by the due dates for a compelling reason.

Students with Disabilities

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. I am always happy to make accommodations for such students. If you are a student with a disability, please contact me about the class accommodations that you may require. For more information about services for students with disabilities, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.

Religious Holy Days

A student who misses an examination, work assignment, or other project due to the observance of a religious holy day 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 the student must notify each instructor at least fourteen days prior to the classes scheduled on dates he or she will be absent to observe a religious holy day. For religious holidays that fall within the first two weeks of the semester, the notice should be given on the first day of the semester. I will not penalize students for these excused absences as long as any missed work is completed within a reasonable time after the excused absence.

Academic Integrity

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. Each student in this course is expected to abide by the University of Texas Honor Code. You are encouraged to study together and to discuss information and concepts covered the class with other students. However, this cooperation should never involve one student copying of all or part of another individual's work.

Student Judicial Services (SJS) promotes academic integrity and appropriate standards of conduct for the University Community. SJS is responsible for investigating alleged violations of institutional rules and for implementing the discipline process. The SJS area is located in suite 4.400 of the Student Services Building (SSB). Their web site describes the various forms of ethical and unethical behavior, including a description of plagiarism. I recommend that you visit the site (<http://www.utexas.edu/depts/dos/sjs/>) and review the information about when and how to cite the work of others. We will also cover this material during an in-class writing workshop (Oct. 7).

COURSE SCHEDULE

INTRODUCTION

August 26 Course Description, Introductions, and Concept of Academic Freedom

DEFINITIONS OF TERMS (RACE, GENDER, ATTITUDES, STEREOTYPES) AND BACKGROUND

August 31 Shreeve, J. (1994). Terms of estrangement. *Discover*, 57-63.

Jackson, J. L. (2008). Chapters 1 and 2. *Racial paranoia*. New York: Basic Books.

Sept. 2 Eliot, L. (2009). Chapter 1. *Pink brain, blue brain*. New York: Houghton, Mifflin, Harcourt.

ENVIRONMENTAL INFLUENCES ON STEREOTYPING AND PREJUDICE—PARENTS

Sept. 7 Fine, C. (2010). Chapter 7. *Delusions of gender*. New York: W. W. Norton.

Sept. 9 Bronson, P., & Merryman, A. (2009). Chapter 3. *Nurtureshock*. New York: Twelve.

ENVIRONMENTAL INFLUENCES ON STEREOTYPING AND PREJUDICE –PEERS

Sept. 14 Aboud, F. E., & Doyle, A B. (1996). Parental and peer influences on children's racial attitudes. *International Journal of Intercultural Relations*, 20, 1-13.

Sept. 16 Langlois, J. H. & Downs, A. C. (1980). Mothers, fathers, and peers as socialization agents of sex-typed play behaviors in young children. *Child Development*, 51, 1237-1247.

NOTE: DRAFT OF LETTER DUE IN CLASS TODAY

ENVIRONMENTAL INFLUENCES ON STEREOTYPING AND PREJUDICE—MEDIA

Sept. 21 FILM: *Color Adjustment (1991) California Newsreel*

Sept. 23 Discussion of film and Fred Wilson's work

NOTE: FINAL VERSION OF LETTER DUE IN CLASS TODAY

Sept. 28 FILM: *Tough Guise: Violence, Media & the Crisis in Masculinity* (1999) Media Education Foundation

COGNITIVE THEORIES: RACE & GENDER CATEGORIES

Sept. 30 Bem, S. L. (1989). Genital knowledge and gender constancy in preschool children. *Child Development*, 60, 649-662.

Oct. 5 Devine, P. G., (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology*, 56, 5-18.

7:00 PM: Evening trip to hear University Lecture. Bass Concert Hall

NOTE: DRAFT OF INTERVIEW DUE IN CLASS TODAY

Oct. 7 Discussion of *The Great Debate: How Do You Change the World?* (e.g., Why were all of the participants--speakers and moderator--white men? Did this affect the content of the debate? Were the speakers racial and gender attitudes conveyed? How?)

In-class writing workshop

INTERGROUP THEORIES

Oct. 12 Bigler, R. S., & Liben, L. S. (2007). Developmental intergroup theory: Explaining and reducing children's social stereotyping and prejudice. *Current Directions in Psychological Science*, 16, 162-166.

NOTE: FINAL VERSION OF INTERVIEW PAPER DUE TODAY; MIDTERM ESSAY QUESTIONS WILL BE DISTRIBUTED

Oct. 14 FILM: *Eye of the Storm* (1970) ABC News

MIDTERM

Oct. 19 **IN-CLASS MID TERM EXAMINATION**

CONSEQUENCES OF STEREOTYPES FOR COGNITION & INTERACTION

Oct. 21 Bigler, R. S., & Liben, L. S. (1993). A cognitive-developmental approach to racial stereotyping and reconstructive memory in Euro-American children. *Child Development*, 64, 1507-1518.

NOTE: JOURNALS DUE IN CLASS TODAY

Oct. 26 Goff, P. A., Steel, C. M., & Davies, P. G. (2008). The space between us: Stereotype threat and distance in interracial contexts. *Journal of Personality and Social Psychology*, *94*, 91-107.

Richeson, J. A., & Shelton, J. N. (2007). Negotiating interracial interactions. *Current Directions in Psychological Science*, *16*, 316-320.

Oct. 28 Film: *The Color of Fear (1994)* by Lee Mun Wah

CONSEQUENCES OF STEREOTYPES FOR IDENTITY

Nov. 2 FILM: *Red Without Blue (2007)* Indiepix Films

Nov. 4 Shane Whalley; Identity and Language

<http://www.newsweek.com/2010/08/16/life-without-gender.print.html>

CONSEQUENCES OF STEREOTYPIC BELIEFS FOR ACADEMIC & VOCATIONAL OUTCOMES

Nov. 9 Steele, C. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, *52*, 613-629.

Nov. 11 FILM: *Little Rock Central: 50 Years Later (2009)* HBO Documentary Films

Nov. 16 Frankenberg, E., Lee, C., & Orfield, G. (2003). *A multiracial society with segregated schools: Are we losing the dream?* The Civil Rights Project: Harvard University.

AFFIRMATIVE ACTION & DISCRIMINATION

Nov. 18 U.T. Affirmative Action Court Case: Mock Trial
5th U.S. Circuit Court of Appeals; The 5th Circuit court banned affirmative action in 1996, but UT started using the policy again in 2005

Douglas, L. (2003). How I benefit from white privilege. *RootsWomen*

INTERVENTION

Nov. 23 Bigler, R. S. (1999). The use of multicultural curricula and materials to counter racism in children. *Journal of Social Issues*, *55*, 687-705.

Moss, P. (2006). Not true! Gender doesn't limit you! *Teaching Tolerance Magazine*.

Nov. 25 No class; Thanksgiving

Nov. 30 Hughes, J. M., Bigler, R. S., & Levy, S. (2007). Consequences of learning about racism among European American and African American children. *Child Development*, 78, 1689-1705.

Dec. 2 APA brief *amici curiae*, Case # S147999, Supreme Court, State of California

NOTE: JOURNALS DUE IN CLASS TODAY

University Lecture Series Events

Cirque du Politique

Monday, October 4, 7 p.m. Bass Concert Hall; Speech coach Martin R. "Randy" Cox will discuss current political discourse, illustrating by presenting his prizewinning students on controversial topics of the day.

World Changers: the Great Debate

Tuesday, October 5, 7 p.m. Bass Concert Hall; The University claims that we transform lives for the benefit of society. Which subjects are the most important for you to study if you wish to change the world? Faculty from five disciplines will present their subjects and debate in front of student juries. Debaters include Larry Speck, David Springer, Sean Theriault, and David Laude. John Daly will moderate. Debaters will present their subjects to small on-stage student juries.

**Letter Assignment:
Instructions and Grading Criteria**

Assignment:

Think of an issue related to gender and racial attitudes about which you have strong beliefs. Next, selected a person, business, or organization with whom you would like to share your opinion, request, or concern. Finally, draft a letter to that entity about your views. You will not be required to mail your missive, although I encourage you to develop an activist approach to issues that we discuss in class.

Timeline:

SEPT. 2 – Sept. 10 Visit office hours to discuss your letter topic with me

SEPT. 16 Rough draft of your letter due in class

SEPT. 23 Final version of your letter due in class

Grading will be as follows:

2 pts. Grammar, punctuation, spelling

This component focuses on the technical aspects of writing.

2 pts. Writing style

This component focuses on sentence structure. Strive to use clear and concise sentences.

2 pts. Organization of ideas

This component focuses on paragraph structure and organization. Paragraphs should have topic sentences and be cohesive. Paragraphs should also be ordered logically.

2 pts. Content: Originality and importance

This component focuses on the quality of the content. The topic of your letter should be compelling and distinctive (rather than superficial and mundane).

2 pts. Content: Quality of logic

This component focuses on characteristics of the argument. Strive to create a coherent, persuasive argument.

10 points total