

COURSE OUTLINE

Part 1. Course Overview: Learning Objectives, Organization, Process, and Responsibilities.

Tues, 9/8 Course Overview.
 Ground Rules for Discussions.
 Learning Objectives underlying Discussions.
 McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack.
 In Plous, S. (Ed.), *Understanding Prejudice and Discrimination* (pp. 191-195).
 New York, NY: McGraw-Hill. *

Part 2. Microaggressions in Everyday Life.

Thurs, 9/10 *Psychological Manifestation and Dynamics of Microaggressions.*
 S, Chapters 1-2.

Tues, 9/15 S, Chapter 3.
Microaggressive Impact on Targets and Perpetrators.
 S, Chapter 4.

Thurs, 9/17 S, Chapters 5-6.

Tues, 9/22 *Group-Specific Microaggressions: Race, Gender, and Sexual Orientation.*
 S, Chapters 7-8.

Thurs, 9/24 S, Chapter 9.
Microaggressions in Education and Teaching.
 S, Chapter 11.

Part 3. Prejudice, Stereotyping and Discrimination.

Tues, 9/29 *Overview.*
 DHGE, Chapters 1-2.

Thurs, 10/1 DHGE, Chapter 3.
Basic Processes and Causes of Prejudice, Stereotyping and Discrimination.
 DHGE, Chapter 4.

Tues, 10/6 DHGE, Chapters 5-6.

Thurs, 10/8 DHGE, Chapters 7-8.

Tues, 10/13 DHGE, Chapters 9-10.

Thurs, 10/15 DHGE, Chapters 11, 13.

- Tues, 10/20 DHGE, Chapter 14.
Expression of Prejudice, Stereotyping and Discrimination.
DHGE, Chapter 17.
- Thurs, 10/22 DHGE, Chapters 18-19.
- Tues, 10/27 DHGE, Chapters 20-21.
- Thurs, 10/29 DHGE, Chapter 22.
Social Impact of Prejudice, Stereotyping and Discrimination.
DHGE, Chapter 23.
- Tues, 11/3 DHGE, Chapters 24-25.
- Thurs, 11/5 DHGE, Chapters 27-28.
- Tues, 11/10 DHGE, Chapter 29.
Combatting Prejudice, Stereotyping and Discrimination.
DHGE, Chapter 30.
- Thurs, 11/12 DHGE, Chapters 31-32.
- Tues, 11/17 DHGE, Chapters 33-34.
- Thurs, 11/19 DHGE, Chapter 35.
Future Research on Prejudice, Stereotyping and Discrimination.
DHGE, Chapter 36.
- 11/24 – 11/26 *Thanksgiving Vacation*

Part 4. Presentations (Research Reviews and Applications) by Class Members.

- Tues, 12/1 Three presentations.
- Thurs, 12/3 Four presentations.
- Tues, 12/8 Four presentations.
- Thurs, 12/10 Four presentations.

COURSE REQUIREMENTS

1. Class attendance and participation (25% of final grade).

You are expected to participate actively in all class discussions. You will need to read all of the assigned chapters or articles before the class in which they are discussed, and to spend some time thinking about what you have read.

In order to facilitate class discussions, we will form 2-person teams and rotate responsibility for preparing focus questions for class discussions. As a team, you will briefly summarize major concepts and evidence in your assigned chapter(s) and generate focus questions or criticisms that help stimulate thought about a particular set of readings, or the relation of ideas in one session's readings to ideas in previous readings. We will aim to incorporate Bloom's diverse array of learning objectives in these focus questions. Teams will distribute these focus questions via Moodle forums by 7 pm on the evening before the day when the readings are discussed. Class members who did not write the focus questions will be expected to post before class (by 11 pm the evening before class) an answer on Moodle for one of the focus questions for each reading. In class, the teams responsible for preparing the focus questions will lead (a substantial part of) the class discussion.

To talk openly about prejudice and discrimination (including scholarship related to these concepts) means being willing to take risks. In order to maintain a safe, respectful atmosphere for group discussions, we will develop and agree to classroom facilitation guidelines at the outset of the seminar.

2. Short writing assignments (45% of final grade).

You will write three short (no more than 1000-word) papers on debatable topics. These writing assignments will be organized around key questions:

- Are all forms of prejudice the same? What are the consequences of differentiating among various prejudices? For example, how can a person be against gay marriage but in favor of racial civil rights? What is the significance of distinguishing between "hostile" and "benevolent" sexism?
- Is stereotyping / prejudice / discrimination inevitable?
- Do the same principles for reducing stereotyping / prejudice / discrimination apply for all forms of stereotyping / prejudice / discrimination? For example, does contact theory apply in equivalent ways for reducing racism and sexism?

For each paper, you will need to assert a clear thesis, support it with arguments and evidence, consider counter-arguments and contrary evidence, show why these counter-arguments and contrary evidence are not as convincing as the arguments and evidence that support your position, and develop a conclusion concerning the significance of the debate. More specific guidelines for these papers will be distributed closer to their due dates.

The schedule of the short writing assignments will be:

Paper	Due Date		
	First Draft	Peer Reviews	Revised Draft
One	9/29	10/1	10/6
Two	10/27	10/29	11/3

3. Research review and application (30% of final grade).

This paper will combine a literature review on a selected topic, related to course objectives, and either a research proposal that summarizes the hypotheses and methods of a study that you believe will add to the literature you are reviewing or a set of policy recommendations that you will justify from the literature you have reviewed. The paper must contain at least 10 references on the chosen topic (8 references beyond those included in the course syllabus) and must be written according to APA style requirements. Suggested length: no less than 12 pages; no more than 15 pages.

The schedule for writing your research review and application will be:

	<u>Due</u>
Statement of your intended topic	9/22
Bibliography, with at least 8 annotated references	10/20
“Outline” (PowerPoint slideshow)	12/1-12/10
Final draft	12/16*

* Note: This date falls during Exam Week.

All writing assignments must be submitted in PDF or Word format via Moodle. I will not accept assignments in any other format (e.g., .jpeg) or through other modalities (e.g., email). All assignments must be submitted as a single file; that is, I will not accept individual pages of an assignment. If you prefer to submit your assignment as a PDF, there are a variety of smartphone apps that can be used, such as TurboScan or Tiny Scanner. When uploading/scanning documents, ensure that they are legible and that the edges are not cut off. I recommend using dark ink and leaving at least 0.5" margin to ensure that your work can be read. If I cannot read your submission, I will not be able to grade it. For remote help with technology-related issues, please visit Trinity's Remote Learning website (<https://edtech.domains.trincoll.edu/a-students-guide-to-remote-learning/>) or email sta-help@trincoll.edu.

When submitting assignments, use the following labeling convention:

"LASTNAME.FIRSTNAME COURSE_ASSIGNMENT_DATE." For example, if I were submitting "Paper 1 First Draft" for PSYC 324 on September 29, 2020, the assignment would be titled as follows: "REUMAN.DAVID_PSYC324_PAPER1DRAFT1_29SEPT2020."

Intellectual honesty

If you incorporate a published author's ideas in your work, be sure to cite that author in a reference list. You are expected to know the differences among appropriate quotation, paraphrasing, summarizing, and plagiarizing. If you are not familiar with the College policy on academic dishonesty or are unclear about the definition of plagiarism, read the College Handbook, review the Student Integrity Contract, or talk with the instructor.

Course preparation expectations

“One Trinity course credit is the equivalent of 3.5 semester hours, or approximately 157.5 hours of student engagement per semester, as defined by federal guidelines. For each credit hour awarded, students generally complete no fewer than 150 minutes of in-class instructional or studio/lab time, **and 9 hours of unsupervised out-of-class work per week**, including final exams, final projects, take home examinations etc.” – (Bulletin, 2019 – 2020, p. 58, emphasis added).

The Writing Center

You are encouraged to use the Writing Center, staffed by specially trained Writing Associates, to improve your writing – no matter your skill level. I suggest taking your writing projects to the Writing Center several times during the process of composing. To reserve an appointment via the online scheduling system use: <https://trincoll.mywconline.com/> . For more information about hours and Writing Associates, please visit: <http://writingcenter.trincoll.edu> .

Students with Academic Accommodations

Trinity College is committed to creating an inclusive and accessible learning environment consistent with the Americans with Disabilities Act. Like many things, the need for disability accommodations and the process for arranging them may be altered by the COVID-19 changes we are experiencing and the safety protocols currently in place. Students with disabilities who may need some accommodation in order to fully participate in this class are urged to contact the Student Accessibility Resource Center, as soon as possible, to explore what arrangements need to be made to assure access. If you have approval for academic accommodations, please provide notification electronically using SARC Online during the first two weeks of the semester. For those students with accommodations approved after the start of the semester, a minimum of ten days notice is required prior to needing your accommodations. Following notification, students are required to meet with faculty to further discuss implementation of accommodations. If you do not have approved accommodations, but have a disability requiring accommodations, or have questions about applying, please contact Lori Clapis, Coordinator of Accessibility Resources at Lori.Clapis@trincoll.edu , or SARC@trincoll.edu , or refer to the Student Accessibility Resources (SARC) website: <https://www.trincoll.edu/StudentLife/StudentAccessibilityResources/students> .

Disclaimer

This syllabus may change during the semester at the discretion of the instructor.