

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2018
Discipline:	Psychology
Course Number and Title:	PSY 292D Seminar: Special Topics in Psychology
Seminar Focus:	(Focus on Prejudice, Discrimination, and Social Justice)
Division:	Lower
Faculty Name:	Scott Plous
Semester Credit Hours:	3
Prerequisites:	None
Meeting Time & Location:	15:30-16:50, B-Days; Vierjahres

COURSE DESCRIPTION

Welcome to the course! This seminar explores the psychological, cultural, and historical underpinnings of prejudice, discrimination, and social justice. In addition to covering well-recognized forms of bias based on race, ethnicity, sex, gender identity, and religion, we'll examine intergroup dynamics more broadly, including topics such as stigma, power, privilege, and the exploitation of indigenous peoples, animals, and the natural environment. We'll also learn about country-specific social justice challenges in the port destinations we visit, such as the caste system in India and prejudice toward Rohingya people in Burma. To gain a comprehensive perspective on prejudice, the course will include readings drawn from cross-cultural psychological and sociological research, historical and archival materials, mass media, and other sources. Perhaps most importantly, we'll discuss cutting edge research findings on the most effective techniques to reduce prejudice and promote social justice.

LEARNING OBJECTIVES

The central objectives of this course are for students to:

1. Learn about psychological research and theories concerning prejudice, discrimination, and social justice
2. Explore similarities and differences among a wide variety of social biases around the world, especially in countries visited during the voyage
3. Understand the historical, cultural, and psychological interconnections among different forms of bias
4. Develop the content knowledge, awareness, and critical thinking skills needed to become an effective agent of change and advocate for social justice

5. Apply psychological findings to reduce prejudice in themselves and others

REQUIRED READINGS

Although many of the assigned readings will be drawn from a McGraw-Hill anthology that I edited (entitled *Understanding Prejudice and Discrimination*), you will not need to buy a textbook for this course.

Instead, all required readings, videos, and other course content will be placed on reserve at no charge. This material is being made freely available exclusively for use in this class and may not be distributed to any person outside this class, electronically or in any form, without specific permission from the copyright holder. If you use a copy for purposes in excess of fair use without permission, you may be liable for copyright infringement. Further, circumvention of technological protection measures is against the law. Please respect all copyrights!

TOPICAL OUTLINE OF COURSE

Required readings and videos are marked with 📖 or 🎥 and should be read or watched before the session they appear under. All other items are simply provided in case you're interested in learning more about a topic. UPD = excerpts from *Understanding Prejudice and Discrimination*

Depart Ensenada, Mexico — January 5

B1—January 8: Course Overview and Baseline Survey

B2—January 10: A Slide Tour of Prejudice

Honolulu, Hawaii — January 12

B3—January 13: The Roots of Injustice

📖 UPD Preface and Section I. *Homo Stereotypus*: Wired for Trouble

📖 UPD Glossaries I and II (pp. 557-560)

B4—January 15: Segregation and Categorical Thinking

📖 Penner, A. M., & Saperstein, A. (2008). How social status shapes race. *Proceedings of the National Academy of Sciences*, 105, 19628-19630.

In-Class Demonstration: *The Mechanics of Stereotyping and Segregation*

In-Class Video: *Race: The Power of an Illusion* [16 min, edited]

January 16—International Date Line crossing (Lost Day)

B5—January 18: Stigmas Old and New

📄 UPD Section II. Stigmatization

📄 LaFraniere, S. (2010, March 4). A miniature world magnifies dwarf life. *New York Times*, p. A10.

In-Class Video: *Coming to Terms* [10 min, edited]

Study Day (No Class)—January 19

B6—January 21: Stigmas Based on Height and Weight

In-Class Video: *Little People* [22 min, edited]

In-Class Video: *Don't Look Down on Me* [5 min, edited]

In-Class Video: *Larger Than Life: A Cinematic Portrait of Michael Q. Schmidt* [5 min]

B7—January 23: Historic Forms of Racism

📄 UPD Section III. Racism Then

🎥 *The Life and Times of Sara Baartman: The Hottentot Venus* [8 min, edited]

Kobe, Japan — January 24–28

B8—January 30: A Time for Justice

In-Class Video: *A Time for Justice* [38 min]

In-Class Video: *Martin Luther King "I Have a Dream" Speech* [17 min]

In-Class Video: *Right America: Feeling Wronged* [7 min, edited]

Shanghai, China — January 31–February 1

In-Transit — February 2–3

Hong Kong, SAR — February 4–5

B9—February 7: Contemporary Forms of Racism

📄 UPD Section IV. Racism Now

Ho Chi Minh City, Vietnam — February 8–13

B10—February 15: Latinos Beyond Reel

- 📺 *What Does Income Inequality Mean to Americans?* [2 min, edited]
- 📺 *Wealth Inequality in America: Perception vs Reality* [6 min]
- 📺 *Global Wealth Inequality—What You Never Knew You Never Knew* [4 min]
- 📺 *A Tale of Two Americas, and the Mini-Mart Where They Collided* [19 min]

Optional: Gonzalez-Barrera, A. (2015, November 19). *More Mexicans leaving than coming to the U.S.* Washington, DC: Pew Research Center.

Optional: Lopez, M. H., Morin, R., & Taylor, P. (2010, October 28). *Illegal immigration backlash worries, divides Latinos.* Washington, DC: Pew Hispanic Center.

Optional Video: *Rich People Don't Create Jobs* [6 min]

Optional Video: *Shopping While Black: What Would You Do?* [8 min]

Optional Video: *Sin Fronteras/Without Borders* [25 min, edited]

In-Class Video: *Latinos Beyond Reel: Challenging a Media Stereotype* [38 min, edited]

In-Class Video: *Unnatural Causes: In Sickness and in Wealth* [15 min, edited]

Study Day (No Class)—February 16

B11—February 18: The Changing Face of Sexism

- 📄 UPD Section V. Sexism
- 📄 United Nations Office of the High Commissioner for Human Rights. (2017, February 3). *Interviews with Rohingyas fleeing from Myanmar since 9 October 2016.* Flash Report.

Yangon, Myanmar — February 19–23

B12—February 25: Everyday Sexism

- 📺 *She's Beautiful When She's Angry* [27 min, edited]

Optional: Bian, L., Leslie, S-J., & Cimpian, A. (2017). Gender stereotypes about intellectual ability emerge early and influence children's interests. *Science*, 355, 389-391.

In-Class Video: *Everyday Sexism* [13 min, edited]

In-Class Video: *Killing Us Softly 4* [37 min, edited]

B13—February 27: Anti-Semitism and the Holocaust

➤ **Due: Social Justice Tourism Paper**

📄 UPD Section VI. Anti-Semitism: Peering into the Void

📄 Pringle, H. (2010, July 16). Confronting anatomy's Nazi past. *Science*, 329, 274-275.

In-Class Video: *Is India's Caste System Still Alive?* [2 min, edited]

Cochin, India — February 28–March 5

Study Day (No Class)—March 7

B14—March 8: America and the Holocaust

📺 *Namibia: Genocide and the Second Reich* [32 min, edited]

In-Class Video: *Interview with Raul Hilberg* [12 min, edited]

In-Class Video: *America and the Holocaust: Deceit and Indifference* [50 min, edited]

In-Class Video: *Auschwitz Through the Lens of the SS Page* [8 min, edited]

B15—March 10: Genocide in North America

📄 UPD Section VII. It Could Never Happen Here: Genocide in America

📄 Highlights of Fryberg, S. A., Markus, H. R., Oyserman, D., & Stone, J. M. (2008). Of warrior chiefs and Indian princesses: The psychological consequences of American Indian mascots. *Basic and Applied Social Psychology*, 30, 208-218.

In-Class Video: *Lou Dobbs Tonight: Mascot Madness* [5 min, edited]

Port Louis, Mauritius — March 11

B16—March 13: The Canary Effect

In-Class Video: *The Canary Effect* [35 min, edited]

B17—March 15: Heterosexism and Transgender Bias

📄 UPD Section VIII. Heterosexism

📺 *Gender: The Space Between* [12 min, edited]

In-Class Video: *Middle Sexes: Redefining He and She* [24 min, edited]

B18—March 17: Gender Identity and Intersexuality

➤ **Due: Field Class Paper**

Optional Video: *Beyond the Gender Binary* [11 min]

Optional Video: *Hey Doc, Some Boys Are Born Girls* [17 min]

Optional Video: *The History of Marriage* [5 min]

Optional Video: *Call Me Kuchu* [13 min, edited]

Cape Town, South Africa — March 18–23

B19—March 25: Speciesism: Prejudice or Political Correctness?

📄 UPD Appendix. Animals as an Outgroup

In-Class Video: *Speciesism: The Movie* [10 min, edited]

In-Class Video: *Peaceable Kingdom* [38 min]

B20—March 27: Interbeing: "This Is Like This, Because That Is Like That"

📄 UPD Section IX. Making Connections

📄 Environmental Justice Foundation. (2011). *Climate change and migration: Forced displacement, "climate refugees" and the need for a new legal instrument*. London: Author.

In-Class Video: *Preacher Giving Speech on Gay Rights* [3 min]

In-Class Video: *Unnatural Causes: Place Matters* [19 min, edited]

In-Class Video: *The Practice of Peace* [13 min, edited]

In-Class Audio: King, M. L., Jr. (1961, June 6). *The American Dream* (audio excerpt of speech given at Lincoln University, Pennsylvania).

B21—March 29: How to Reduce Prejudice

- 📄 UPD Section X. Reducing Prejudice
- 📄 Paluck, E. L. (2016). How to overcome prejudice. *Science*, 352, 147.
- 📄 Broockman, D., & Kalla, J. (2016). Durably reducing transphobia: A field experiment on door-to-door canvassing. *Science*, 352, 220-224.

In-Class Video: *I Will Be a Hummingbird* [2 min, edited]

Takoradi, Ghana — March 30–31

Tema, Ghana — April 1–3

B22—April 5: Class Presentations

B23—April 7: Class Presentations

Study Day (No Class)—April 8

B24—April 10: Revisiting the Baseline Survey and Slide Tour

Casablanca, Morocco — April 11–14

B25—April 16: Final Exam

Arrive Hamburg, Germany — April 19

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to a one-day "field class," students will complete independent field assignments that span multiple countries.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.

Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

Field Class & Assignment

Location and dates:

Our course includes an 8-hour field class on the caste system in India. *The field class will take place in Cochin, India, on Wednesday, February 28*, and a paper assignment based on this field class will be due on March 17.

Description:

When it comes to social status, India's caste system is one of the most highly developed and explicit hierarchies in the world. Further, the caste system in Kerala—where Semester at Sea will be visiting—is one of the most detailed and complex in India. By the late 1800s, Kerala had an elaborate social structure in which more than 500 groups were identified, ranging from the Dalit (meaning "oppressed" in Sanskrit) all the way up to the Nambudiri Brahmins, who outranked kings. In Kerala, the concept of "untouchability" of low social classes extended to unapproachability and even unseeability. Although discrimination based on such social hierarchies is now illegal, the government of Kerala still recognizes dozens of "scheduled castes and tribes" for purposes of economic and social assistance. In our field class, we will spend the morning learning about the past and present caste system in India from a panel convened by Professor D. Rajasenan, Honorary Director of the Centre for the Study of Social Exclusion and Inclusive Policy (CSSEIP) at the Cochin University of Science and Technology. After lunch at Sree Krishna Inn, we will then meet residents of Lighthouse Colony, a Dalit community on Narakal Vypin Island. This meeting will begin with a reception and mutual introduction, and it will focus on the struggle for Dalit rights and daily life in Lighthouse Colony. On our journey back to the ship, we'll conclude with a debriefing session to reflect on the field class experience.

FIELD ASSIGNMENTS

(1) Field Class Paper

After our field class, you'll have 17 days to write a 3-5 page paper in which you use psychology to answer these questions: What have I learned about the caste system in India? How are caste-based forms of prejudice and discrimination similar to or different from other forms of prejudice and discrimination? What have I learned about myself as a result of this field class? What have I learned about other people and other cultures? Papers will be graded on depth of insight, originality, reasoning, factual accuracy, application of course material, and stylistic factors such as clarity, organization, grammar, punctuation, and freedom from errors (so please be sure to proofread all work before submitting it). *Note:* You must attend the field class to receive credit for the associated paper.

(2) Social Justice Tourism (short paper)

Social justice is usually easier to influence in the country where you live, know other people, and vote than in countries where you visit briefly as a tourist, don't know the people, and don't speak the language fluently. Still, the decisions you make as a tourist can influence social justice in a variety of ways. For example, you can have a positive effect on social justice by:

- Participating in Semester at Sea IMPACT field programs
- Visiting museums that deepen your understanding of social justice issues
- Spending money to help local businesses and individuals facing economic hardship
- Choosing sustainable ecotourist activities that protect animals and the environment
- Supporting and volunteering to help local community organizations
- Interacting with people in a way that respects their culture and dignity

For this assignment, your challenge is to promote social justice in at least three countries and submit a 2-page paper describing what you did, what effect it had, how you used psychology, and what you learned from the assignment. When carrying out the assignment, you're welcome to focus on the same issue in multiple countries or different issues in each country. For example, if you'd like to focus on justice toward animals in all three countries, you might visit and donate funds to an animal shelter in one country, follow a vegan diet in another country, and persuade your friends not to ride animals or visit roadside zoos in a third country. Regardless of whether you focus on one issue or several, please take at least three different actions that you would not have taken without this assignment (e.g., if you already follow a vegan diet, don't report that as one of your activities). The aim is to think about social justice in multiple countries, contribute toward it in new and meaningful ways, and analyze the experience.

When completing papers for the two field assignments, please:

- Be original rather than playing it safe and saying what's obvious
- Use specific examples rather than being abstract and general
- Cite research findings when applicable, either from class or other sources
- Consider the role of culture and draw on multiple port experiences
- Check your work carefully for spelling and grammatical errors
- Use 12-point font, 1" inch margins, and do not exceed the page limit
- Print your paper at least one day before the deadline (there are no extensions)

What you'll be graded on includes:

- How factually correct your paper is
- How well you applied social psychology
- How creative, insightful, or original the work is
- How logical and well-reasoned your conclusions are
- How clear and well organized the writing is
- How well you incorporated the role of culture

Tip: Because the assigned papers are brief, please skip lengthy introductions or restatements of material from the course lectures or readings. Instead, dive in to your own content after a sentence or two of opening context, and don't let your paper stray from its main points.

FIVE-MINUTE CLASS PRESENTATION

What if you had 5 minutes to deliver a message that would be translated and spread around the world through social media—what words would you share on the topic of prejudice? Toward the end of the course, we'll hold a roundtable session in which members of our class will deliver a 5-minute talk or play a 5-minute video they've created on the topic of prejudice and discrimination.

This talk should: (1) draw upon what you've learned during the semester; (2) show your ability to think independently, deeply, and creatively by going beyond simple summaries of course material; (3) be aimed at the general public, not an academic audience or classmates (for instance, you should avoid jargon and undefined technical terms); and (4) be designed to have an impact on your listeners—to change their views or behavior (Hint: Use vivid, memorable material rather than abstract generalities). After the presentations, I'll ask everyone to give me a paper copy of their talk or an .mp4 or .mov copy of their video, and we'll hold a final class discussion.

When developing your talk or video, feel free to use props, images, music, or anything else that helps you communicate effectively (but any identifiable people you videotape must give consent to have their image or identity publicly released). You're also welcome to create a hybrid presentation that splits the time between you talking and playing a video that you've created.

METHODS OF EVALUATION

To avoid the stress of course grades based solely on a single exam or paper, your final grade will be based on a variety of course components, including quizzes, papers, an oral presentation, and class participation. The point value for each component is given in the following table.

Course Component	Points
Four Quizzes (20 points per quiz)	80
Social Justice Tourism Paper	40
Field Class Paper	80
5-Minute Presentation	50
Class Participation	50
Final Examination (25 items)	100
<i>Total points possible</i>	400

Note: Make-up exams or extensions will not be given, except in the event of an emergency or serious illness, which must be documented before the exam. Also, mobile phones and computers must be turned off during exams; anyone found using a mobile device or computer during an examination will automatically receive a score of zero for that exam.

GRADING SCALE

Once the course ends, your point total will be converted to a final letter grade using cutoffs (rather than rounding numbers up or down). The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than
93-96%: A	83-86%: B	70-76%: C	60%: F
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received there (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

CLASS PARTICIPATION

The value of this course depends in part on what you bring to it—each member of the class is personally responsible for the quality of our time together, and I welcome your contributions. To participate fully, please: (1) arrive punctually to all sessions and course events, (2) complete all required assignments on time, (3) contribute to the group without dominating the discussion, and (4) help create a climate in which others can comfortably share their opinions. At the end of the course, I'll ask you to submit a self-appraisal of your class participation, and I'll assign a score of up to 50 points based on my own assessment of how well you participated.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds

value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

For each assignment and exam of this course, students must sign a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

COURSE POLICIES

Attendance—Because our class sessions will cover material that goes beyond the readings, class attendance is absolutely essential. Repeated late arrivals to class, or talking while the instructor or other students are speaking, may result in lengthy prison sentences. Please be punctual and refrain from talking in class when others are speaking.

Assignments—All assignments you submit must be original (not reprinted, excerpted, or adapted from existing work such as papers for other classes, books, articles, web pages). Similarly, all text, tables, figures, and images reproduced from other sources must include clear reference citations, and all quoted passages must use quotation marks to indicate that they are quotations. If you're not sure about how to properly cite a source, please ask me rather than running the risk of an honor code violation. Also, please note that late assignments will not be accepted except in the event of a serious illness or emergency; please backup your work and print a copy of your assignments at least one day before they're due.

Laptops—Laptops are permitted, but studies suggest that they tend to lower student performance (from surfing the web in class, answering email, and other multitasking) and that they distract nearby students, so please don't bring one to class unless you truly need it. In fact, research on multitasking has even found that texting during class is associated with lower grades, which suggests that the smartest mode for "smart" phones may be *off*.

Mobile Phones and Other Devices—Before each class session begins, please turn off all mobile phones, recording devices, video games, portable hair dryers, chainsaws, jet engines, and nuclear reactors.

Recordings—Audio or video recording of lectures or class sessions without permission is expressly forbidden.

RESERVE BOOKS AND DOCUMENTARY FILMS

Books

EDITOR: Scott Plous

TITLE: *Understanding Prejudice and Discrimination*

PUBLISHER: McGraw-Hill

ISBN #: 0072554436

DATE/EDITION: 2003 / 1st

Documentary Films

A Tale of Two Americas, and the Mini-Mart Where They Collided [19 min]

A Time for Justice [38 min]

America and the Holocaust: Deceit and Indifference [50 min, edited]

Auschwitz Through the Lens of the SS Page [8 min, edited]

Beyond the Gender Binary [11 min]

Call Me Kuchu [13 min, edited]

Coming to Terms [10 min, edited]

Don't Look Down on Me [5 min, edited]

Everyday Sexism [13 min, edited]

Gender: The Space Between [12 min, edited]

Global Wealth Inequality—What You Never Knew You Never Knew [4 min]

Hey Doc, Some Boys Are Born Girls [17 min]

I Will Be a Hummingbird [2 min, edited]

Interview with Raul Hilberg [12 min, edited]

Is India's Caste System Still Alive? [2 min, edited]

Killing Us Softly 4 [37 min, edited]

Larger Than Life: A Cinematic Portrait of Michael Q. Schmidt [5 min]

Latinos Beyond Reel: Challenging a Media Stereotype [38 min, edited]

Little People [22 min, edited]

Lou Dobbs Tonight: Mascot Madness [5 min, edited]

Martin Luther King "I Have a Dream" Speech [17 min]

Middle Sexes: Redefining He and She [24 min, edited]

Namibia: Genocide and the Second Reich [32 min, edited]

Peaceable Kingdom [38 min]

Preacher Giving Speech on Gay Rights [3 min]

Race: The Power of an Illusion [16 min, edited]

Rich People Don't Create Jobs [6 min]

Right America: Feeling Wronged [7 min, edited]

She's Beautiful When She's Angry [27 min, edited]
Shopping While Black: What Would You Do? [8 min]
Sin Fronteras/Without Borders [25 min, edited]
Speciesism: The Movie [10 min, edited]
The Canary Effect [35 min, edited]
The History of Marriage [5 min]
The Life and Times of Sara Baartman: The Hottentot Venus [8 min, edited]
The Practice of Peace [13 min, edited]
Unnatural Causes: In Sickness and in Wealth [15 min, edited]
Unnatural Causes: Place Matters [19 min, edited]
Wealth Inequality in America: Perception vs Reality [6 min]
What Does Income Inequality Mean to Americans? [2 min, edited]

ELECTRONIC COURSE MATERIALS

In addition to excerpts of *Understanding Prejudice and Discrimination*, the following articles will be placed on electronic reserve:

Bian, L., Leslie, S.-J., & Cimpian, A. (2017). Gender stereotypes about intellectual ability emerge early and influence children's interests. *Science*, 355, 389-391.

Broockman, D., & Kalla, J. (2016). Durably reducing transphobia: A field experiment on door-to-door canvassing. *Science*, 352, 220-224.

Environmental Justice Foundation. (2011). *Climate change and migration: Forced displacement, "climate refugees" and the need for a new legal instrument*. London: Author.

Fryberg, S. A., Markus, H. R., Oyserman, D., & Stone, J. M. (2008). Of warrior chiefs and Indian princesses: The psychological consequences of American Indian mascots. *Basic and Applied Social Psychology*, 30, 208-218.

Gonzalez-Barrera, A. (2015, November 19). *More Mexicans leaving than coming to the U.S.* Washington, DC: Pew Research Center.

LaFraniere, S. (2010, March 4). A miniature world magnifies dwarf life. *New York Times*, p. A10.

Lopez, M. H., Morin, R., & Taylor, P. (2010, October 28). *Illegal immigration backlash worries, divides Latinos*. Washington, DC: Pew Hispanic Center.

Paluck, E. L. (2016). How to overcome prejudice. *Science*, 352, 147.

Penner, A. M., & Saperstein, A. (2008). How social status shapes race. *Proceedings of the National Academy of Sciences*, 105, 19628-19630.

Pringle, H. (2010, July 16). Confronting anatomy's Nazi past. *Science*, 329, 274-275.

United Nations Office of the High Commissioner for Human Rights. (2017, February 3). *Interviews with Rohingyas fleeing from Myanmar since 9 October 2016*. Flash Report.

ADDITIONAL REQUIRED RESOURCES

None.

Closing Note on Course Organization & Philosophy

Organization: In the first session, students will create a baseline record of their views about prejudice and discrimination, and they'll begin the process of getting to know each other. Next, the course will examine several psychological factors that promote and maintain prejudice and discrimination. This examination will begin at a general, decontextualized level, but it will soon move to consider the unique political, historical, cultural, and economic factors involved in specific forms of prejudice. After this micro-analysis of specific forms of prejudice, the course will then draw back for a final look at the macro level, emphasizing interconnections and common themes. In the final two sessions, students will also be able to review their baseline attitudes and see how their perspectives have changed during the semester.

Philosophy: There is no single best method for learning about prejudice, no simple road map to take us where we need to go with this subject material. Accordingly, we'll work to build an understanding of prejudice together. My responsibilities will be to: (1) structure the course; (2) select thought-provoking discussion topics, readings, and videos; (3) facilitate the seminar discussions; and (4) make myself available to you. Your responsibilities will be to: (1) complete the assigned work before we meet, (2) attend and participate fully in every session, and (3) reflect deeply on the course material.

A core assumption of this course is that there is no way to have a deep understanding of prejudice without first having a deep understanding of yourself. Thus, we'll use our own prejudices as a vehicle for understanding the prejudices of other people. Because this type of exploration is not as safe as the standard approach to studying prejudice, we will need to: (1) create a comfortable climate for discussion and dissent; (2) maintain strict confidentiality with any personal material shared in the seminar; and (3) treat each other with respect, regardless of differences we may have in opinion or lifestyle choices. If we cherish the ideals of tolerance and diversity, the best place to begin is with this seminar.