Semester at Sea Course Syllabus  
Colorado State University, Academic Partner

Voyage: Fall 2017  
Discipline: Psychology  
Course Number and Title: PSY292D Seminar: Special Topics in Psychology- Intergroup Relations  
Division: Lower  
Semester Credit Hours: 3  
Instructor: Professor Janet Schofield  
Meeting: Berlin Restaurant 15:30-16:50 A Days

Prerequisites: None

COURSE DESCRIPTION
This course is designed to familiarize you with social psychological research on prejudice, stereotyping, and discrimination in order to: (1) broaden and deepen your awareness of the causes and consequences of such phenomena, (2) apply this understanding to real world situations, 3) compare and contrast the intergroup issues arising in different cultural/national contexts, and 4) learn about various approaches to improving intergroup relations and research on their effectiveness. Primary emphasis will be on theory and research pertaining to race and ethnicity. However, for comparative purposes some attention will also be given to gender, religion, and caste.

LEARNING OBJECTIVES
1. To become familiar with classic and cutting edge psychological theory and research on the origins and the consequences of prejudice, stereotyping, and discrimination.
2. To learn about the similarities and differences between intergroup relations involving social categories such as race/ethnicity, gender, class, caste and religion.
3. To learn about major approaches to preventing or minimizing intergroup problems as well as major approaches to improving intergroup relations after tensions or conflict has arisen.
4. To become more aware of past and current intergroup issues in countries around the globe and of effective approaches to resolving them.

NO REQUIRED TEXTBOOK
Please see readings below, all of which are electronically available through resources provided to the library and located in the folder for this class.

INTRODUCTION TO THE COURSE
Class meetings will include lectures, discussions, and group activities as well as individual student presentations. Lectures and other class activities will not cover all aspects of the
readings, and you are responsible for knowing their content whether or not they are covered in class. Rather in-class learning will complement the readings by discussing certain topics in more detail and presenting new material. The course is challenging and requires a good deal of work. It is strongly recommended that you read each day’s assigned material before the class, take good notes, and participate actively in classroom activities.

I will make important announcements about the course in class–one of many reasons to maintain good attendance. Occasionally, I may send email messages to all. In such cases, I will use your semester at sea e-mail address. If you don’t regularly check that email and instead use another account (e.g., Gmail), please make sure that your messages are forwarded to your preferred account.

Lecture notes will not be distributed, and students who miss a class should borrow notes from classmates. If, after obtaining these notes, you have questions about the material you missed, you are welcome to talk to me. Please note that recording lectures is not allowed without my express prior permission.

The Topical Outline of the Course below indicates the topics and the reading assignments for each class as well as some other scheduled activities. I reserve the right to make changes in the schedule and/or assignments in light of unforeseen events and/or to adjust to conditions on Semester at Sea.

TOPICAL OUTLINE OF COURSE

Depart Bremerhaven, Germany—September 9

A1—September 11: TOPIC: Introduction to the course and the field of intergroup relations


A2—September 13: TOPIC: Introduction to major theories about the causes of negative intergroup relations: (Social identity)


Barcelona, Spain—September 15-18
A3—September 19: TOPIC: Introduction to major theories about the causes of negative intergroup relations, continued: (Realistic conflict, relative deprivation, social categorization)


A4—September 21: TOPIC: Prejudice and stereotypes


No Class — September 23

A5—September 24: TOPIC: Prejudice and stereotypes (continued)


A6—September 26: TOPIC: Discrimination: Its roots and effects


Tema, Ghana — September 27-30

No Class — October 2

A7—October 3: Quiz (first 30 minutes). TOPIC: Discrimination: Its roots and effects (continued)


A8—October 5: TOPIC: Intergroup relations in South Africa


Cape Town, South Africa — October 7-12
October 13: **TOPIC:** Gender: Intergroup relations with a difference


October 15: **TOPIC:** Gender: Intergroup relations with a difference (continued)


Bumiller, E. (1990). *May You Be the Mother of 100 Sons*. New York: Random House, pp. 51-57 of version provided at the point, starting with the words “ON SEPTEMBER 4...”

No Classes—October 16

October 18: **TOPIC:** Intergroup relations in Mauritius: Multicultural vs. colorblind approaches


Debate
Thesis: Colorblindness is more likely to foster positive intergroup relations than a multicultural approach.

Port Louis, Mauritius—October 19

October 21: **TOPIC:** Intergroup relations in India: Caste


No Class — October 22

**A13—October 24 TOPIC: Intergroup relations in India: Gender and religion**


Cochin, India — October 25-30

No Classes—October 31

**A14—November 2: TOPIC: Terrorism, genocide and dealing with such events**


Yangon—November 4-8

**A15—November 9: Quiz, first 30 minutes TOPIC: War: Origins and impact on subsequent intergroup relations**

A16—November 12: TOPIC: The U.S. and external intergroup relations: Vietnam and Iraq


Ho Chi Minh City, Vietnam — November 14-18

A17—November 19: TOPIC Immigration & Intergroup Relations in the U.S.: Historical roots


No Class — November 21

A18—November 22: TOPIC: Social Class & Its Role in China’s Recent History as a Basis for Intergroup Relations

READING:


Shanghai, China —November 24-29

A19—November 30: TOPIC: Gender in the Workplace and the Unusual Case of Japan

READING: Bauwans, D. (2013). Japan values women less – as it needs them more, CNN. http://www.ipsnews.net/2013/01/japan-values-women-less-as-it-needs-them-more/


Kobe, Japan – December 2-6

A20—December 7: TOPIC: Immigration and intergroup relations in the U.S.


A21—December 9: TOPIC: Policing and intergroup relations in the U.S.


A22—December 11: TOPIC: Contact and affirmative action as possible routes to improving intergroup relations


Dixon, J. et al. (2012). Beyond prejudice: are negative evaluations the problem and is getting us to like one another more the solution? Behavioral and brain sciences, v. 35. pp. 411-425.

Debate Thesis: Overall, affirmative action is desirable as a social policy to reduce inequities between white and African-American citizens of the U.S.

No Class – December 12

A23—December 13: Routes to Improving intergroup relations: structural peacebuilding


A24—December 15: Possible routes to improving intergroup relations: School Desegregation

READING:


Honolulu, Hawaii — December 16

A25—December 18; A Day Finals

San Diego, California —December 23

ACTIVITIES & ASSIGNMENTS CONTRIBUTING TO COURSE GRADE

CLASS PARTICIPATION

Student participation in class not only makes the course more enjoyable but also leads to better learning. An obvious aspect of participation is attending class and paying attention to what is going on. In addition, you are encouraged to ask questions, to answer questions that I or your classmates pose, and to participate actively to class discussions. During these discussions, you should feel free to express your opinions candidly and to disagree with comments that others make. However, it is important to be courteous toward others and respectful of their views. Recognize that especially in a class on a topic that involves many controversial issues such as intergroup relations you are likely to encounter views different
from your own. Before enrolling in the class make sure you are prepared to hear and consider opinions very different from your own with respect and courtesy.

There will be numerous opportunities for class participation that will contribute to your grade, primarily though points given for participation in class exercises and activities, which will not typically be announced in advance. In addition, you will sometimes be asked to turn in a 3 X 5 notecard at the beginning of the next class with a comment or a question about the readings/lectures. After getting those cards, I will answer a few of the questions or raise one or more of the suggested issues for discussion. **It is your responsibility to make sure that you get credit for any such in-class written responses participation by being sure to write you name on notecards or in-class written responses at the time they are handed in.** If you are absent on the days when such activities occur, you will not be able to make up the points, unless you bring a note from the SAS medical staff attesting to an illness on that date. In the rare cases in which make-up work is allowed for class participation points, it will involve a written assignment. Notecards and other in-class activities will typically not be graded, only checked off as completed, but graded activities may possibly be given.

Class attendance will also be taken and absences not followed by a note for the ship’s medical staff by the beginning of the next class will each reduce the participation grade by one point after the first missed class.

**INDEPENDENT FIELD ASSIGNMENT: COMPARATIVE PORT PRESENTATION**

Select a concept studied in this class (social identity, segregation, discrimination, stereotypes, gender roles, multiculturalism, etc.) and gather data (e.g. interviews, written materials, audiotapes, etc.) relevant to it in two ports where you expect to see contrasting situations. Supplement such data sources with information gained from class meetings, assigned and additional readings, photos, artifacts from ports, etc. to create a dynamic and interesting 6-8 minute presentation that compares this concept in two different ports. Included in the presentation should be something brief but specific about your in-port data gathering, e.g. how many interviews did you do and what kinds of people you spoke with, how long and where you made your observations, etc. as well as information on outside written resources consulted. Examples of possible presentation topics appear below. **Feel welcome to develop your own topic if you would like to, but you must check with me to get it approved by October 21 and I strongly urge you to plan this before then since you will miss good comparison opportunities and many topics by waiting until then.** Also, if you decide to work from one of the topics below please let me know before proceeding because in order to maximize the classes’ learning from these presentations I want to avoid having numerous students select precisely the same topic. **So, if another student is already working on a particular comparison I will ask you to select another topic.** Given this, early choice of a topic and checking in with me about it are definitely to your advantage. These presentations will be given throughout the semester from September 30 on, with the exception of quiz days. Since some dates may be generally preferred to others, a lottery will be held at the beginning of the semester and students will be allowed to choose their preferred date from those available in the order indicated by the number they get in the lottery. Students may trade dates if both agree, but I must be informed of any such trades at least one class in advance of the earlier presentation involved.
Examples of topics are:

Public manifestations of religious identity in clothing, body art and the like in two different cultures (e.g. Spain and India, etc.).

The nature and extent of public social interactions between young (roughly 15-25 yrs.) males and females in two different cultures (e.g. India and Japan).

Vietnamese youth’s views of the American War compared to American youth’s (SAS peers if you wish) views of the Vietnam War.

A comparison of individuals’ reactions to America and Americans as a social category in two different countries.

Gender stereotypes in advertising similar products in two countries and the extent to which that reflects their cultures.

The extent of obvious socio-economic differentials between the rich and the poor (or those of different ethnic, racial, national etc. background) in everyday experiences in the heart of a major city in two different countries.

What are the similarities and differences between caste in India and race in the U.S. (or between caste in India and class in China)?

What are the differences between two different country’s laws/policies regarding some form of intergroup relations and what are the outcomes/implications of these differences for intergroup relations?

CULTURAL PRESENTATION/DEBATE

Each student will also either a) make a -5-6 minute presentation to the class on a song, poem, video clip, excerpt from a book or other cultural product including a research paper and to discuss how it relates to ideas covered in class, or b) participate in a 16 minute debate (2 students on each team, with a 4 minute opening statement, a 2 minute rebuttal and a two minute closing statement for each side) on a designated topic (see A-Day classes 11 and 22 for these topics). A joint grade will be given to members of each team in the debates. Early in the semester, I will see what students’ preferences are and if possible assign debates to those who prefer them and the individual presentations to those who prefer them. However, if one of these kinds of activities is “oversubscribed,” a lottery will be used to see who gets which kind of assignment (as well as to assign dates for the individual presentations).

FIELD CLASS & RELATED ASSIGNMENT: Apartheid and its End in South Africa
Country: South Africa

This field class will begin with a visit to Robben Island, where Nelson Mandela was imprisoned from 1964 to 1982. The visit will include a prison tour and an opportunity to speak with a former political prisoner. The class will then continue with a visit with a
professor from the University of Cape Town and possibly some of his students, to discuss contemporary race relations in South Africa.

**Academic Objectives:**
1. Learn about apartheid and contemporary race relations in South Africa.
2. Examine the psychology of forgiveness and reconciliation using South Africa as a case study.
3. Understand the relationship between social identity and social structures.
4. Better understand the multiple interacting factors that can both promote and delay changes in intergroup relations.

In this and other class assignments, be aware that grades will not only reflect the originality, insight, analytic skills and knowledge demonstrated, but will also be influenced by the effectiveness of your communication (clarity, organization, grammar, spelling, use of citations when appropriate, etc.). Furthermore, **this paper must be typed and submitted electronically with your name, the course name and the date of submission clearly indicated (i.e. last name, first name, Psy 292D, submission date).**

Building on information gathered from on-ship classes, assigned and extra readings, and through your experience in this field class and elsewhere in South Africa, write a 1200-1500 word paper addressing one of the two general topics indicated below. Be sure to provide specific evidence to support your conclusions, including citations from at least three written sources not part of the class syllabus that you locate on your own.

**Topic Area 1:** South Africa’s shift away from apartheid was followed by the Truth and Reconciliation process. What are the strengths and weaknesses of this approach? Do you think that intergroup relations in South Africa would be better now if the country had taken some other approach after 1994 or if I had combined this approach with stronger or more effective efforts in other policy areas? Do you think that an approach based on the idea of Truth and Reconciliation would work in improving intergroup relations between white and African Americans in the U.S. (or alternatively with intergroup problems in another country we will be visiting) or not?

**Topic Area 2:** How would you assess the current state of intergroup relations in South Africa today? Specifically, to what extent do prejudice, stereotyping and/or discrimination based on apartheid-related social classifications impact the experiences and life-chances of South Africans today? To foster sufficient depth in your analysis, focus your paper on one group, rather than all groups. I also strongly suggest that you focus on a specific aspect of intergroup relations (e.g. prejudice or stereotyping or discrimination) rather than trying to cover them all. So, for example, paper topics could range from an analysis of whether stereotypes of white South Africans have changed since the end of apartheid to the degree to which discrimination against black South Africans still persists.

**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.
METHODS OF EVALUATION/GRADING SCALE

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Date</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1 (multiple choice &amp; more) Oct. 3 (A Day 7)</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>Quiz 2 (multiple choice &amp; more) Nov. 9 (A Day 15)</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>Class participation</td>
<td>throughout the semester</td>
<td>10%</td>
</tr>
<tr>
<td>Comparative port presentation</td>
<td>throughout the semester</td>
<td>12%</td>
</tr>
<tr>
<td>Cultural presentation/debate</td>
<td>throughout the semester</td>
<td>8%</td>
</tr>
<tr>
<td>Field Class paper</td>
<td>Nov. 2 (A Day 14)</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam (cumulative with an emphasis on last 1/3 of the semester)</td>
<td>Dec. 19 (A Day 25)</td>
<td>20%</td>
</tr>
</tbody>
</table>

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). I plan on assigning plus and minus grades as indicated below, except that I do not expect to give any A plus grades, since a plain A itself says you did a great job.

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

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

CLASSROOM ETIQUETTE

Arriving late or departing early disrupts other students' learning as well as your own. For that reason, I request that all students make a point of arriving on time and not leaving before the end of class. Any student who arrives late more than once or who leaves early (except for documented illness) will lose class participation points.

USE OF ELECTRONIC DEVICES

To promote your learning and as a courtesy to me and the entire class, students are not allowed to use phones, computers or other electronic devices during class except to take class-related notes or to facilitate presentations to the class that need such devices. Any student found using such a device for other purposes will not be allowed to bring it or other ones to class subsequently, with no warning needed. If I find that this approach is not sufficient to prevent the classroom use of such devices for surfing the internet, etc. I reserve the right to prohibit their use entirely during class. So, please encourage your peers to use such devices appropriately.
In addition, at no time during tests or quizzes are students allowed to access computers, cell phones or other electronic devices or to communicate with each other.

MAKE-UP AND LATE WORK POLICY

Students are expected to take tests and to participate in classroom activities such as debates and presentations on the dates scheduled for them. Make up quizzes will not be given. Students missing a quiz or exam will not be allowed to make it up without a medical excuse the ship’s doctor. The make-up will be an additional paper, rather than a quiz. The same policy applies to missed scheduled classroom presentations and it is each student’s responsibility to keep track of these without reminders once they have been announced. Should the field class paper be late, one half grade (e.g. A- to B+ or B to B-) will be taken off for each day of tardiness. No paper will be accepted after November 11, which means you will be a zero for the assignment unless the ship doctor certifies a major health problem as the cause of this (e.g. not a just a cold, traveler’s diarrhea, etc.).

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 memo from the student’s home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

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.
Academic integrity consists of many things, including but not limited to doing your own work, avoidance of plagiarism, neither giving nor receiving unauthorized assistance from others on exams and assignments, etc. If there is any question about whether or not a behavior would violate academic integrity expectations it is your responsibility to consult with me in advance of engaging in it. Please be aware that breaches of academic integrity may well result in your failing the entire class rather than just losing credit for the particular activity or assignment involved. This applies whether you were the person initiating the unacceptable behavior or cooperating with it.

REQUESTED RESERVE BOOKS AND FILMS FOR THE LIBRARY

AUTHOR: Kite, M. E. & Whitely, B.E.
TITLE: The Psychology of Prejudice and Discrimination (Chapter 11 only)
PUBLISHER: Belmont
ISBN #: 0-495-81128-9
DATE/EDITION: 2010/2nd edition

AUTHOR: Myers &Twenge
TITLE: Social Psychology(Chapter 5 only)
PUBLISHER: McGraw Hill
ISBN #: 978-0-07-786197-1 (This is hardback ISSN. The looseleaf edition is also fine and probably has a different number)
DATE/EDITION: 2017/12th edition

AUTHOR: Hayslip, L.L.
TITLE: When heaven and earth changed places: A Vietnamese woman’s journey from war to peace (Chapter 2 only)
PUBLISHER: Plume
ISBN #: 0-452-27168-1
DATE/EDITION: 1990

AUTHOR: Mio et al.
TITLE: Multicultural Psychology: Understanding our diverse communities.
PUBLISHER: McGraw Hill
ISBN #: 0-07-297997-6
DATE/EDITION: 2006

AUTHOR: Peacock, J. L., Thornton, P.M.,& Inman, P.B. (Eds.)
TITLE: Identity Matters: Ethnic and Sectarian Conflict(Chapter 4 only)
PUBLISHER: Berghahn Books
ISBN #: 1-84545-308-5
DATE/EDITION: 2007

AUTHOR: Healey, J.F. & O’Brien, E.
TITLE: Race, Ethnicity, Gender, & Class(Chapter 5 only)
PUBLISHER: Sage
ISBN #: 978-1-4522-7573-4
DATE/EDITION: 2015/7th edition

AUTHOR: Brewer, M.
TITLE: Intergroup Relations
PUBLISHER: Open University Press (McGraw Hill)
ISBN #: 0335 20989 0
DATE/EDITION: 2003/2nd edition

AUTHOR: J. M. Levine and M. Hogg, (Eds.)
TITLE: Encyclopedia of Group Processes and Intergroup Relations.
PUBLISHER: Sage
ISBN #:
DATE/EDITION: 2010

ELECTRONIC COURSE MATERIALS

I have obtained digital copies of all course materials. Some reading are available either electronically or in hard copy on reserve, as indicated on this syllabus.

ADDITIONAL RESOURCES
I will bring with me of some supplementary readings.