



## FLOR PSYC 3362

# Into the Light: Identity, Globalization, Prejudice, and Moving Forward Together

**“Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that.” – Martin Luther King, Jr.**

### Course Description

The aim of this course is to shed light on the relationships among identity, globalization, the rise of racism and anti-racism, and strategies for decreasing racism and increasing anti-racism. It will explore potential answers to the following questions: How does one maintain one’s identity in a world in which cultures are becoming more similar as a result of globalization? How does racism develop and why? What are the connections among an increase in expression of racism, identity, and globalization? How can members from different groups coexist peacefully with one another? This course will utilize classic and contemporary studies from a variety of fields of psychology (e.g., clinical, social, health, community, cross cultural, political) and sociology to help students explore such questions as well as to them understand more fully people’s behaviors and events occurring in real time. Finally, the course will propose suggestions for enhancing collaboration with other people in reducing racism.

### CAPA Students Learning & Developmental Outcomes (SLDOs)

1. **Globalization.** Students are able to recognize, describe, and interpret examples of the impact of the globalization in the urban environment.
2. **Urban Environment.** Students are able to explore and analyse the spaces they inhabit, and reflect on differences and similarities between their home and host environments.
3. **Social Dynamics.** Students are able to understand concepts of and the implications of the realities of power, privilege, and inequality in urban environments.
4. **Diversity.** Students are able to describe, interpret, and respect the differences and similarities within their student community and between their home country and the host country.
5. **Personal and Professional Development:** CAPA students will gain insight into their personal and professional development that occurred during their CAPA learning abroad experience, with emphasis on the skills they acquired that will be of particular interest to future employers and graduate school admissions officers. The development of skills relative to personal and professional development and career preparedness include for this class the following ones:
  - 🔗 **Networking:** The ability to intentionally and purposefully connect and interact with others in order to develop professional and social relationships;
  - 🔗 **Communications:** The ability to receive, interpret, and articulate information and ideas effectively;
  - 🔗 **Remote Collaboration:** The ability to utilize IT resources to connect virtually with others and achieve collective goals and objectives;
  - 🔗 **Global Perspective:** The skills required to live and work in an interdependent world through forming an understanding of connections between one’s own life and those of people across the globe;
  - 🔗 **Cultural Awareness:** The understanding of oneself, others and the ability to embrace and appreciate diverse and complex perspectives, values, and beliefs;
  - 🔗 **Organization, Time Management and Prioritization Skills:** The ability to achieve identified outcomes by using time, energy and resources in an effective and productive manner;
  - 🔗 **Problem Solving:** The ability to find solutions to difficult or complex issues and to manage moments of uncertainty or ambiguity;
  - 🔗 **Adaptability:** The ability to adjust oneself readily to different conditions and environments;

🔦 **Goal Setting:** The ability to identify, form and implement actions that will achieve predetermined aims and objectives;

### Learning Outcomes specific to the course:

- a. To be able to articulate the intricate relationships among identity, especially identity related to group membership, globalization and the rise in both expression of racism and in anti-racism
- b. To identify the psychological and physical impact of racism on people who are targets of racism
- c. To be able to articulate the connection between identity and the challenges that globalization poses to constructing a unique cultural identity (e.g., exploration of a relationship between globalization and rise in nationalism in several countries across the world) as well as how privilege affects identity and group membership.
- d. To be able to articulate the role that social media has in creating and sustaining social movements and its psychological impact on its users
- e. To be able to distinguish between explicit and implicit prejudice and to be able to differentiate between individual level racism and systematic racism.
- f. To be able to apply classic and recent psychological and sociological studies to shed light on reasons for which there has been a rise in both racism and anti-racism, comparing behaviors in countries in North America to behaviors in countries in Europe
- g. To understand basic principles of group dynamics and how they may contribute to increasing racism or decreasing racism
- h. To understand ways to decrease both systemic racism and individual racism

### Developmental Outcomes

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

### Requirements and Prerequisites

No special prerequisites are needed. The midterm and final exams will be based on the material presented in class and in the readings. Individual study of readings (indicated in the Syllabus) is required on a class-by-class basis, and topics presented in the readings will be discussed at the beginning of each class. Students are requested to respect the deadlines indicated in the Syllabus. Students are recommended to take notes on the material presented in class; part of the information provided by the professor is complementary to that in the readings. Information deriving from fieldwork and other extra material discussed in class is integral part of the course and should be appropriately assimilated by students.

### Course Methodology

The course will mainly approach the aforementioned topics and questions from a psychological approach but will also utilize a sociological study to understand cultural influences on people with privilege. There will be one live lesson per week (TBA), and some documentaries or tv shows to watch on the student's own time. Classes combine lectures given by the professor with interactive activities and field observations within the city of Florence. Interviews with people from diverse backgrounds will help students understand people with different backgrounds. Students are encouraged to ask questions and express personal/critical opinions, and converse with people from diverse backgrounds to learn about how their backgrounds shaped them. Guest speakers may include poet Leaf Jerlefa, psychiatrist and psychotherapist Dr. Ish Major, and/or European historian Davide Lombardo.

### Assessment

#### Class Participation:

**Class participation** will account for **15% of the final grade**. The criteria used to assess one's contributions to class discussions will be the following.

Grade	Discussion	Reading
A range	<b>Excellent: consistent contributor;</b> offers original analysis and comments; always has ideas on topics of the readings; takes care not to dominate discussion	Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.

Grade	Discussion	Reading
B+	<b>Very Good: frequent, willing, and able</b> contributor; generally offers thoughtful comments based on the readings	Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately.
B / B-	<b>Satisfactory: frequent contributor; basic</b> grasp of key concepts but little original insight; comments/questions are of a general nature	Displays familiarity with some readings and related concepts but tends not to analyze them.
C range	<b>Poor: sporadic contributor;</b> comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways	Displays familiarity with few readings; rarely demonstrates analytical thought.
D / F	<b>Very Poor: rarely speaks or illustrates a lack of active listening and does not contribute to group discussion; merely quotes text</b> or repeats own comments or those of others	Little to no apparent familiarity with assigned material or application to relevant experience.

### Reflection Assignments

Students will be asked to complete short assignments on a weekly basis, and these assignments will encourage self-reflection and to understand how privilege, diversity, and globalization has impacted their own identity and group membership. Additionally, these reflection assignments will also ask questions to help students consider these same questions from different perspectives. The reflection assignments will comprise 25% of the student's final grade.

### Mid-Term Exam, & Final Exam

The **mid-term exam**, which includes material from in-class lectures and readings, will consist of:

- short questions with open answers, and/or
- multiple choice questions, and/or
- short essay writing on important topics covered in the course
- Your mid-term exam grade will count for 30% of your grade.

The **final exam**, which includes material from in-class lectures and readings, will consist of:

- short questions with open answers, and/or
- multiple choice questions, and/or
- short essay writing on important topics covered in the course
- It will count for 30% of your grade.

Grade Breakdown and Assessment of Learning Outcomes			
Learning Outcomes	Assessment task	Grade %	Due Date
All	<b>Class participation/Small group discussion</b>	<b>15%</b>	Each class
All	<b>Reflection assignments</b>	<b>25%</b>	Each week
a-g	<b>Mid-term exam</b>	<b>30%</b>	TBA
all	<b>Final Exam</b>	<b>30%</b>	TBA

DESCRIPTOR	ALPHA	NUMERIC	GPA	REQUIREMENT/EXPECTATION
Outstanding (High Distinction)	A	93+	4.0	Maximum grade: In addition to description for grade "A-", the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner.
Excellent (Distinction)	A-	90 - 92	3.7	Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.
Very good (High Credit)	B+	87 - 89	3.3	Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed

				manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives.
Good (Credit)	B	83 – 86	3.0	The work is well organised and contains coherent or logical argumentation and presentation.
Good (Credit)	B-	80 – 82	2.7	Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.
Average (Good Pass)	C+	77-79	2.3	The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading.
Adequate (Pass)	C	73 – 76	2.0	Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.
Below Average (Borderline Pass)	C-	70-72	1.7	Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter.
Inadequate (Borderline Fail)	D+	67 – 69	1.3	Fails to show a clear understanding or much insight into the material in the textbook and notes
Poor (Fail)	D	60 – 66	0.7 – 1.0	Besides the above for D+, student has not shown interest or engagement in the class work or study.
Poor (Fail)	F	<60	0	Shows little or no understanding of any of the material
Incomplete	I			Please see CAPA policy in the Faculty Handbook.

## Textbook(s)

Readings about the Italian socio-cultural environment will be available on CANVAS.

## Contents of the Reader:

Please see listed readings in the week-by-week breakdown of the academic calendar. The readings are mandatory and can be downloaded from the **Modules** section in CANVAS.

- ☞ Hagerman, M. A. (2018). *White kids: Growing up with privilege in a racially divided America*. New York: New York University Press.
- ☞ Mikulincer, M., & Shaver, P. R. (Eds.) (2015). *American Psychological Association Handbook of Personality and Social Psychology, Vol. 2, Group Processes*. Washington, D. C.: American Psychological Association.
- ☞ Oyserman, D. / Markus, H. R. (1993) The sociocultural self. *Psychological perspectives on the self, volume 4: The self in social perspective*. New York: Lawrence Earlbaum Associates, publishers, 187-220.
- ☞ Tatum, B. D. (2017). *Why are all the Black kids sitting together in the cafeteria? And other conversations about race*. New York: Basic Books.
- ☞ Wilkinson, I. (2020). *Caste: The origins of our discontent*. New York, NY: Random House.

## Suggestions for extra Reading

Awad, G. H., Kia-Keating, M., & Amer, M. M. (2019). A model of cumulative racial-ethnic trauma among Americans of Middle Eastern and North African (MENA) descent. *American psychologist*, 74: 76-87.

- ☞ Binder, J. Zagefka, H., Brown, R., Funke, F., Kessler, T., Mummendey, A., Maquil, A., Demoulin, S. & Leyens, J. (2009). Does contact reduce prejudice or does prejudice reduce contact? A longitudinal test of the Contact Hypothesis among majority and minority groups in three European countries, *Journal of personality and social psychology*, 96: 843-856.
- ☞ Cabrera, N. L., Matias, C. E., & Montoya, R. (2017). Activism or slacktivism? The potential and pitfalls of social media in contemporary student activism. *Journal of diversity in higher education*, 10: 400-415.
- ☞ Castillo, K., Reynolds, J. D. (Choi, T.), Lee, M., & Elliot, J. L. (2020). Black-Asian American Identity: An exploratory study on how internalized oppression impacts identity development. *Asian American journal of psychology*.

- ☞ Chen, S. X., Lam, B. C. P., Hui, B. P. H., Ng, J. C. K., Mak, W. W. S., Guan, Y., B. E. E., Tang, W. C. S., & Lau, V. C. Y. (2016). Conceptualizing psychological processes in response to globalization: Components, antecedents, and consequences of global orientations. *Journal of Personality and Social Psychology*, 110: 302-331.
- ☞ Fisher, O., O'Donnell, S. C., & Oyserman, D. (2017). Social class and identity-based motivation, *Current Opinion in Psychology*, 18: 61-66.
- ☞ Hernandez, R. J., & Villodas, M. T. (2020). Overcoming racial battle fatigue: The associations between racial microaggressions, coping, and mental health among Chicana/o and Latina/o college students. *Cultural diversity and ethnic minority psychology*, 26: 399-411.
- ☞ Hopkins, N. & Dixon, (2006). Space, place, and identity: Issues for political psychology. *Political psychology*, 27: 173-185.
- ☞ Kotic, A. & Tauber, C. D. (2010). Promoting reconciliation through youth: Cross-community initiatives in Vukovar, Croatia, *Peace and conflict*, 16: 81-95.
- ☞ Majeno, A., Urizar, Jr., G. G., Halim, M. L., D., Nguyen-Rodriguez, S. T., & Gonzalez, A. (2020, June 18). Examining the role of ethnic microaggressions and ethnicity on cortisol responses to an acute stressor among young adults. *Cultural diversity and ethnic minority psychology*. [http://dx.Doi.org/10.1037/cdp0000401](http://dx.doi.org/10.1037/cdp0000401).
- ☞ Meyers, C., Aumer, K., Schonowitz, A., Janicki, C., Pauker, K., Chang, E. C., Gaither, S. E., & Williams, A. (2020). Experiences with microaggressions and discrimination in racially diverse and homogeneously White contexts. *Cultural diversity and ethnic minority psychology*, 26: 250-259.
- ☞ Neubaum, Rosner, L., Ganster, T., Hamback, & Kramer, N. C. (2018). United in the name of justice: how conformity processes in social media may influence online vigilantism. *Psychology of popular media culture*, 7: 185-199.
- ☞ Su, J., Kuo, S. I., Derlan, C. L., Hagiwara, N., Guy, M. C., & Dick, D. M. (2020). Racial discrimination and alcohol problems among African American young adults: Examining the moderating effects of racial socialization by parents and friends. *Cultural diversity and ethnic minority psychology*, 26: 260-270.
- ☞ Swart, H., Turner, R., Hewstone, M., & Voci, A. (2011). Achieving forgiveness and trust in postconflict societies: The importance of self-disclosure and empathy. In L. R. Tropp and R. K. Mallett (Eds.) *Moving beyond prejudice reduction: Pathways to positive intergroup relations*. Washington, D.C.: American Psychological Association (pp. 181-200).
- ☞ Tadmor, C. T., Hong, Y., Chao, M. M., Wiruchnipawan, F., & Wang, W. (2012). Multicultural experiences reduce intergroup bias through epistemic unfreezing, *Journal of personality and social psychology*, 103: 750-772.
- ☞ Tileaga, C. (2015). Stereotypes, new racism, and the changing nature of marginality in Europe. *The nature of prejudice: Society, discrimination, and moral exclusion*, (pp. 29-63). London, UK: Taylor & Francis Group.
- ☞ Victoroff, J., Adelman, J. R., & Matthews, M. (2012). Psychological factors associated with support for suicide bombing in the Muslim diaspora. *Political psychology*, 33: 791-809.

## Weekly Course Schedule

Week 1	
Location	TBA
<b>Lecture 1</b>	<b>Topic: Introduction to Course:</b> The topic of today's lecture will outline different key terms in the course, such as different types of privilege, personal vs. social group identity, and definitions of globalization, and nationalism, and the links among the different phenomenon. The discussion will then turn to a discussion of different groups who have experienced privilege and oppression.
Class breakdown	<b>In-Class Activities:</b> Course presentation; distribution of the syllabus; course requirements and course expectations; methodology. Lecture and in-class activity (e.g., Salient Circles Diagrams);
Reading(s) for Today's Lecture	Punathambekar, A. (2017) Globalization. In L. Ouellette and J. Gray (Eds.), <i>Keywords for media studies</i> , (pp. 84-87). New York: New York University Press.
Work Due for Next Lecture:	Readings for today and for the next lecture
Week 2	
Location:	TBA
<b>Lecture 2</b>	<b>Privilege &amp; Social Identity:</b> The topic for today will explore the following questions: how do we construct our ethnic identity? What is our motivation in constructing this identity? How may our social identity be linked to racism or anti-racism and globalization? The class discussion will include different theories of social identity as well as the information contained with the self-concept based on messages received based on one's social group memberships from different cultural sources (e.g., family members and friends, neighborhood, school, work, region, country, social movements).
Class Breakdown:	<b>In-Class Activities:</b> Watch documentary <i>Hello, Privilege. It's me, Chelsea</i> , class discussion, lecture
Readings for Today's Class	Abrams, D. (2015). Social identity and intergroup relations. In M. Mikulincer and P. S. Shaver (Eds.), <i>APA Handbook of personality and social psychology, vol. 2, group processes</i> , (pp. 203-228). Washington, D.C.: American Psychological Association.  Mackie, D. M., & Smith, E. R. (2015) Intergroup emotions. In M. Mikulincer and P. S. Shaver (Eds.), <i>APA Handbook of personality and social psychology, vol. 2, group processes</i> , (pp. 263-293). Washington, D.C.: American Psychological Association.  Oyserman, D., & Dawson, A. (in press). Your fake news, our facts: Identity-based motivation shapes what we believe, share, and accept. In Greifeneder, R., Jaffe, M., Newman, E. J., & Schwartz, N. (Eds.) <i>The psychology of fake news: Accepting, sharing and correcting misinformation</i> . London, UK: Psychology Press.  Oyserman, D. & Markus, H. R. (1993) The Sociocultural Self. In J. Suls (Ed.), <i>Psychological perspectives on the self</i> , Volume 4, (pp. 187-220). Hillsdale, NJ: Erlbaum.
Work Due for Next Lecture:	Readings listed in next week's schedule
Location:	TBA
<b>Lecture 3</b>	<b>Holocaust Remembrance Day (January 27, 2021)</b>
Class Breakdown:	<b>In-Class Activities</b> Watch the documentary, <i>We Shall Not Die Now</i> , and class discussion integrating information from today's reading

**Out-of-Class Activities:**

Visit historical sites related to the Holocaust

Readings for Today's Lecture: Kelman, H. C. (1997). Nationalism, patriotism, and national identity: social-psychological dimensions. In D. Bar-Tal and E. Staub (Eds.), *Patriotism: In the lives of individuals and nations*, (pp. 165-189). Chicago: Nelson-Hall Publishers.

Umbrass, K. (2017). Psychopolitics of the current nationalism. *Journal of strategic security*, 10: 29-41.

Work Due for Next Lecture: Complete the reflection assignment along with the readings for the next lecture.

**Week 3**

Location: TBA

**Lecture 4** **Nationalism and Globalization:** discussion will explore this question: How does one maintain one's identity in a world in which cultures are becoming more similar as a result of globalization? The discussion will include definition of nationalism (identity politics); comparison and contrast between nationalism in the USA and in European countries.

Class Breakdown: **In-Class Activities:**  
Lecture, class discussion

Readings for Today's Lecture: Conversi, D. (2009). Globalization, ethnic conflict, and nationalism. In B. S. Turner (Ed.), *The Routledge international handbook of globalization studies*, (pp. 346-366). New York, NY: Routledge.

Kelman, H. C. (1997). Nationalism, patriotism, and national identity: social-psychological dimensions. In D. Bar-Tal and E. Staub (Eds.), *Patriotism: In the lives of individuals and nations*, (pp. 165-189). Chicago: Nelson-Hall Publishers.

Umbrass, K. (2017). Psychopolitics of the current nationalism. *Journal of strategic security*, 10: 29-41.

Work Due for Next Lecture: Readings for next lecture, and reflection assignment.

**Week 4**

Location: TBA

**Lecture 5:** **Sources of Stereotyping, Prejudice, and Discrimination:** today's discussion will explore the following questions: Why does prejudice develop? How does prejudice relate to globalization and social identity? What are the targets of racism in North America as compared to Europe? Class discussion will also cover implicit vs. explicit racism, prejudice, and discrimination.

Class Breakdown: **In-Class Activities:**  
Lecture, class discussion

**Out-of-Class Activities:**  
Visit the Student Hotel hosting events to celebrate Black History Month Florence.

Readings for Today's Lecture: Jackson, L. M., (2020). Defining prejudice. *The psychology of prejudice: From attitudes to social action*, (pp. 9-25). Washington, D. C.: The American Psychological Association.

Jackson, L. M. (2020). Psychodynamic and personality approaches, *The psychology of prejudice: From attitudes to social action*, (pp. 63-79). Washington, D. C.: The American Psychological Association.

Jackson, L. M. (2020). Ideology and prejudice, *The Psychology of prejudice: from attitudes to social action*, (pp. 81-104). Washington, D. C.: The American Psychological Association.

Keval, N. (2020). Obstacles to curiosity and concern: Exploring the racist imagination. In P. Zurn & A. Shankar, *Curiosity studies*, (pp. 147-166).

Work Due for Next Lecture Readings for the next lecture, and reflection assignment

### Week 5

Location: TBA

**Lecture 6:** **Institutionalized/Systemic Prejudice:** discussion will include how different systems (e.g., educational, legal) support inequalities in power and privilege and will compare and contrast systemic prejudice in North America and in different European countries.

Class Breakdown: **In-Class Activities:**  
Lecture, class discussion, video excerpts from *the Rise and Fall of Jim Crow*

Readings for Today's Lecture: Mills, K. J. (2020). "It's systemic": Environmental racial microaggressions experience by Black undergraduates at a predominantly White institution. *Journal of diversity in higher education*, 15: 44-55.

Wilkerson, I. (2020). The Nazis and the acceleration of caste. *Caste: The origins of our discontent*. New York: Random House.

Wilkerson, I. (2020). Pillar Number Eight: Inherent superiority versus inherent inferiority.

Work Due Next Lecture: Readings for the next class, Reflection assignment (e.g., watch *Thirteenth Amendment* (2016) and questions)

### Week 6

Location: TBA

Lecture 7: **Midterm Exam**

Class Breakdown: **Midterm Exam**

Work Due for Next Lecture Readings for the next lecture

### Week 7 SPRING BREAK

### Week 8

Location: TBA

**Lecture 8:** **Institutionalized/Systemic Prejudice (cont.)**

Class Breakdown: Lecture, class discussion

Readings for Today's Lecture: Foels, R., & Pratto, F. (2015). The hidden dynamics of discrimination: How ideologies organize power and influence intergroup relations. In M. Mikulincer and P. S. Shaver (Eds.), *APA Handbook of Personality and Social Psychology, Vol. 2, Group processes*, (pp. 317-340). Washington, D. C.: American Psychological Association.

Jost, J. T., Gaucher, D., & Stern, C. (2015). "The world isn't fair": A system justification perspective on social stratification and inequality. In M. Mikulincer and P. S. Shaver (Eds.), *APA Handbook of Personality and Social Psychology, Vol. 2, Group processes*, (pp. 317-340). Washington, D. C.: American Psychological Association.

Work Due Next Lecture Readings and reflection assignment



## Week 9

Location: TBA

**Lecture 9:** **Prejudice and Language:** the class discussion today will explore the definitions of microaggressions, microassaults, microinvalidations, and microinsults in a variety of contexts along with the initial reaction to the terms related to microaggressions in the field of psychology. Additionally, today's lecture will explore how language may be used to dehumanize or humanize others and the effects of dehumanization and humanization.

Class Breakdown: Discussion of readings, lecture

Readings for Today's Lecture Garcia, C. E., Amberg, B. Weise, J., & Winborn, M. (2019). Institutional responses to events challenging campus climates: examining power in language. *Journal of Diversity in higher education*. <http://dx.doi.org/10.1037/dhe0000130>.

Ogunyemi, D., Clare, C., Astudillo, Y. M., Marseille, M., Manu, E., & Kim, S. (2020). Microaggressions in the learning environment: A systemic review. *Journal of diversity in higher education*, 13: 92-119.

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life. *American psychologist*, 62: 271-286.

Sue, D. W., Capodilupo, C. M., Nadal, K. L., & Torino, G. C. (2008). Racial microaggressions and the power to define reality. *American psychologist*, 63: 277-279.

Thomas, K. R. (2008). Macrononsense in multiculturalism. *American psychologist*, 63: 275-276.

Work Due Next Lecture Readings for next class, reflection assignment (e.g., listening to poetry playlist by Leaf Jerlefa)

## Week 10

Location: TBA

**Lecture 10:** **Language and Prejudice (cont.)** The class discussion will explore how microaggressions impact psychologically the people that they target.

Class Breakdown: **In-Class Activities:**  
Class discussion, video-recorded conversation with Leaf Jerlefa, watch documentary *The Facebook dilemma: David Madden*

Readings for Today's Lecture Haslam, N. (2015). *Dehumanization and intergroup relations*. In M. Mikulincer and P. S. Shaver (Eds.), *APA Handbook of Personality and Social Psychology, Vol. 2, Group processes*, (pp. 295-314). Washington, D. C.: American Psychological Association.

Rothbart, D. & Bartlett, T. (2008). Rwandan radio broadcasts and Hutu/Tutsi positioning. In F. M. Moghaddam, R. Harré, and N. Lee (Eds.), *Global conflict resolution through positioning analysis*, (pp. 227-246). New York: Springer.

Slocum-Bradley, N. R. (2008). Discursive production of conflict in Rwanda. In F. M. Moghaddam, R. Harré, and N. Lee (Eds.), *Global conflict resolution through positioning analysis*, (pp. 207-226). New York: Springer.

Work Due Next Lecture Readings for next lecture and reflection assignment

## Week 11

Location: TBA

**Lecture 11:** **Consequences of Being the Target of Prejudice and Discrimination:** discussion of psychological and physical impact of prejudice and discrimination.

Class Breakdown:	<b>In-Class Activities:</b> Class discussion, lecture, video clips
Readings for Today's Lecture	De Freitas, D. F., Fernandes-Jesus, M., Ferreira, P. D., Coimbra, S., Teixeira, P. M., de Moura, A., Gato, J., Marques, S. C., & Fontaine, A. M. (2018). Psychological correlates of perceived ethnic discrimination in Europe: A meta-analysis. <i>Psychology of violence, 8</i> : 712-725.  Lui, P. P., & Quezada, L. (2019). Associations between microaggression and adjustment outcomes. <i>Psychological bulletin, 145</i> : 45-78.  Majeno, A., Urizar, G. G., Halim, M. L., D., Nguyen-Rodriguez, S. T., & Gonzalez, A. (2020). Examining the role of ethnic microaggressions and ethnicity on cortisol responses to an acute stressor among young adults. <i>Cultural diversity and ethnic minority psychology</i> .  Wilkinson, I. (2020). Cortisol, telomeres, and the lethality of caste. <i>Caste</i> . New York, NY: Random House.
Work Due Next Lecture	Readings for next lecture and reflection assignment

## Week 12

Location:	TBA
<b>Lecture 12:</b>	<b>Reducing Prejudice and Discrimination:</b> This lecture will explore the following question: How can members from different groups coexist peacefully with one another? the class discussion will aim to identify and describe specific empirically-supported interventions that may be used to decrease prejudice and discrimination and will compare and contrast interventions completed in North American versus those completed in Europe.
Class Breakdown:	<b>In-Class Activities</b> Lecture, class discussion  <b>Out-of-Class Activities:</b> observations of how minority groups interact with majority groups
Readings for Today's Lecture:	de Drew, C. K. W., Aldering, H., & Saygi, O. (2015). Conflict and negotiation within and between groups. In M. Mikulincer and P. R. Shaver (Eds.), <i>Handbook of personality and social psychology: Volume 2: Group processes</i> , (pp. 151-176). Washington, D.C.: American Psychological Association.  Jackson, L. M., (2020). Creating change. <i>The psychology of prejudice: From attitudes to social action</i> . Washington, D.C.: American Psychological Association.  Glaveanu, B. P., & de Saint Laurent, C. (2018). Taking the perspective of others: A conceptual model and its application to the refugee crisis. <i>Peace and conflict: Journal of peace psychology, 24</i> : 416-423.  Lai, C., K., Marini, M., Lehr, S. A., Cerruti, C., Shin, J. E. L., Joy-Gaba, J. A., Ho, A. K., Teachman, B. A., Wojcik, S. P., Koleva, S. P., Frazier, R. S., Heiphetz, L., Chen, E. E., Turner, R. N., Haidt, J., Kesebir, S., Hawkins, C. B., Schaefer, H. S., Rbichi, S., Sartori, G., Dial, C. M., Sriram, N., Banaji, M. R., & Nosek, B. A. (2014). Reducing implicit racial preferences: A comparative investigation of 17 interventions. <i>Journal of experimental psychology: General, 143</i> : 1765-1786.  Nadler, A., & Halabi, S. (2015). Helping relations and inequity between individuals and groups. In M. Mikulincer and P. R. Shaver (Eds.), <i>Handbook of personality and social psychology: Volume 2: Group processes</i> , (pp. 371-393). Washington, D.C.: American Psychological Association.  Tropp, L. R., & Page-Gould, E. (2015). Contact between groups. In M. Mikulincer and P. R. Shaver (Eds.), <i>Handbook of personality and social psychology: Volume 2: Group processes</i> , (pp. 535-560). Washington, D.C.: American Psychological Association.

Work Due for Next Lecture: Readings for next lecture and reflection assignment

### Week 13

Location: TBA

**Lecture 13:** **Reducing Prejudice and Discrimination (cont.); Role of Social Media in Social Movements:** the class discussion will identify myths of social action, four causes of social action, and the research about the connection between social action and social media. The lecture will attempt to answer the following questions: How has social media helped for movements, such as the #MeToo and #BlackLivesMatter?

Class Breakdown: Lecture, class discussion

Readings for Today's Lecture: Caren, N., Andrews, K. T., & Lu, T. Contemporary social movements in a hybrid media environment. *Annual review of sociology*, 46: 443-465.

Thomas, E. F., Smith, L. G. E., McGarty, C., Reese, G., Kende, A., Bliuc, A., Curtin, N., & Spears, R. (2019). When and how social movements mobilize action within and across nations to promote solidarity with refugees. *European journal of social psychology*, 213-229.

Sayyid, S. (2017). Post-racial paradoxes: Rethinking European racism and anti-racism. *Patterns of prejudice*, 51: 9-25.

van Zomeren, M. (2015). Psychological processes in social action. In M. Mikulincer and P. R. Shaver (Eds.), *Handbook of personality and social psychology: Volume 2: Group processes*, (pp. 507-533). Washington, D.C.: American Psychological Association.

Wilkins, D. J., Livingstone, A. G., & Levine, M. (2019). Whose tweets? The rhetorical functions of social media use in developing the Black Lives Matter movement. *British journal of social psychology*, 58: 786-805.

Work Due for Next Lecture: Study for Final Exam

### Week 14

Location: TBA

**Lecture 14** **Final Exam**

Class Breakdown **Final Exam**

## Attendance, Participation & Student Responsibilities

**Attendance:** CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unless otherwise expressed by your instructor, the first time a student has an unexcused absence for a class, their grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become a B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the program.

**Excused Absences:** Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact the Academic Director ahead of time and provide evidence (e.g. a doctor's note) of the reason for their absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class.

In addition to contacting the Academic Director, it is the responsibility of the student to contact their instructor and make up any missed assignments.

**Class Participation:** Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

*Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the director of academic affairs privately to discuss your specific needs.*

**Academic Integrity:** A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program.

Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving an "O" for any assignments in which they have duplicated their own work.

All substantial writing assignments (typically anything worth 20% or more of the final course grade) will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

**Sexual Misconduct, Required Reporting, and Title IX:** CAPA The Global Education Network is committed to encouraging a safe and healthy environment at our seven CAPA centers. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination.

CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all students during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages students to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect students with appropriate resources. Because students may not understand the implications of Title IX abroad, CAPA will work to advise students about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA's status as a mandated reporter by outlining the advantage of disclosure for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis.

**Use of electronic equipment in class:** All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless you have express permission from the faculty or you have

been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Associate Director of Academic Affairs at the beginning of Term.

**Use of Electronic Translators:** In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

**Late Submission:** Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request for an extension must be made to the relevant faculty member no later than two days prior to the due date. Late submission without prior approval will result in a 3 percent per day deduction of the final grade. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of "0" will be given for the assessment.

**Behaviour during Examinations:** During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.