



University of
New Haven

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

SECTION I: Course Overview

Course Code: PSY343

Subject Area(s):

Prerequisites: None

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

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. 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.

LEARNING OBJECTIVES

Upon successful completion of this course, you'll be able to:

- Identify the psychological and physical impact of racism on people who are targets of racism
- Articulate the connection between identity and the challenges that globalization poses to constructing a unique cultural identity
- Understand ways to decrease both systemic racism and individual racism

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

Name:

Contact Information:

Term:

GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

Engagement	20%
Reflection Assignments	20%
Mid-term Exam	30%
Final Exam	30%

ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

Engagement (20%): Students are expected to be engaged in class, and to have read the [CEA CAPA Engagement Policy](#) and the [Class Engagement Rubric](#) that outlines how engagement will be graded.

Reflection Assignment (20%): 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.

Mid-Term Exam (30%): 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.

Final Exam (30%): 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.

ACTIVE LEARNING

Experiential learning is an essential component of education abroad, and participation in field activities is a required part of coursework. In this course, you explore the city in which you are studying using a variety of tools. This provides the opportunity to gain nuance and context on your context and the subject you are studying, as well as to collect information and resources for assigned papers, projects, and presentations.

- Local Festivals
- City Observations

REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

- 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.

Key Resources

In order to ensure you success abroad, CEA CAPA has provided the academic resources listed below.

- **UNH Online Library:** As a CEA CAPA student, you will be given access to the online library of the University of New Haven (UNH). You may access the UNH online library [here](#). You must comply with [UNH Policies](#) regarding library usage.
- **CEA CAPA Online Classroom – Canvas:** Canvas is the official LMS of CEA CAPA. Students should check Canvas regularly for updates and deadlines about course material. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

COURSE CALENDAR

Into the Light - Identity, Globalization, Prejudice, and Moving Forward Together

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	Introduction to Course	Course presentation; distribution of the syllabus; course requirements and course expectations; methodology. Lecture and in-class activity (e.g., Salient Circles Diagrams)	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.
2	Privilege & Social Identity	Watch documentary Hello, Privilege. It's me, Chelsea, class discussion, lecture	<p>Abrams, D. (2015). Social identity and intergroup relations. In M. Mikulincer and P. S. Shaver (Eds.), <i>APA Handbook of personality and social psychology</i>, vol. 2, group processes, (pp. 203-228). Washington, D.C.: American Psychological Association.</p> <p>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</i>, vol. 2, group processes, (pp. 263- 293). Washington, D.C.: American Psychological Association.</p> <p>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.</p> <p>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.</p>

3	Holocaust Remembrance Day (January 27, 2021)	Watch the documentary, We Shall Not Die Now, and class discussion integrating information from today's reading	<p>Kelman, H. C. (1997). Nationalism, patriotism, and national identity: social-psychological dimensions. In D. Bar-Tal and E. Staub (Eds.), <i>Patriotism: In the lives of individuals and nations</i>, (pp. 165-189). Chicago: Nelson-Hall Publishers.</p> <p>Umbrass, K. (2017). Psychopolitics of the current nationalism. <i>Journal of strategic security</i>, 10: 29-41.</p>
4	Nationalism and Globalization	Lecture, class discussion	<p>Conversi, D. (2009). Globalization, ethnic conflict, and nationalism. In B. S. Turner (Ed.), <i>The Routledge international handbook of globalization studies</i>, (pp. 346-366). New York, NY: Routledge.</p> <p>Kelman, H. C. (1997). Nationalism, patriotism, and national identity: social-psychological dimensions. In D. Bar-Tal and E. Staub (Eds.), <i>Patriotism: In the lives of individuals and nations</i>, (pp. 165-189). Chicago: Nelson-Hall Publishers.</p> <p>Umbrass, K. (2017). Psychopolitics of the current nationalism. <i>Journal of strategic security</i>, 10: 29-41.</p>
5	Sources of Stereotyping, Prejudice, and Discrimination	Lecture, class discussion	<p>Jackson, L. M., (2020). Defining prejudice. <i>The psychology of prejudice: From attitudes to social action</i>, (pp. 9-25). Washington, D. C.: The American Psychological Association.</p> <p>Jackson, L. M. (2020). Psychodynamic and personality approaches, <i>The psychology of prejudice: From attitudes to social action</i>, (pp. 63-79). Washington, D. C.: The American Psychological Association.</p> <p>Jackson, L. M. (2020). Ideology and prejudice, <i>The Psychology of prejudice: from attitudes to social action</i>, (pp. 81-104). Washington, D. C.: The American Psychological Association.</p>
6	Institutionalized/Systemic Prejudice	Lecture, class discussion, video excerpts from the Rise and Fall of Jim Crow	<p>Mills, K. J. (2020). "It's systemic": Environmental racial microaggressions experience by Black undergraduates at a predominantly White institution. <i>Journal of diversity in higher education</i>, 15: 44-55.</p>

			<p>Wilkerson, I. (2020). The Nazis and the acceleration of caste. Caste: The origins of our discontent. New York: Random House.</p> <p>Wilkerson, I. (2020). Pillar Number Eight: Inherent superiority versus inherent inferiority.</p>
7	Mid-Term Review		
8	MID-TERM EXAM		
9	Institutionalized/Systemic Prejudice	Lecture, class discussion	<p>Foels, R., & Pratto, F. (2015). The hidden dynamics of discrimination: How ideologies organize power and influence intergroup relations.</p> <p>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.</p> <p>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.</p>

10	Prejudice and Language	Discussion of readings, lecture	<p>Garcia, C. E., Amberg, B. Weise, J., & Winborn, M. (2019). Institutional responses to events challenging campus climates: examining power in language. <i>Journal of Diversity in higher education</i>. http://dx.doi.org/10.1037/dhe0000130.</p> <p>Ogunyemi, D., Clare, C., Astudillo, Y. M., Marseille, M., Manu, E., & Kim, S. (2020). Microaggressions in the learning environment: A systemic review. <i>Journal of diversity in higher education</i>, 13: 92-119.</p> <p>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. <i>American psychologist</i>, 62: 271-286.</p> <p>Sue, D. W., Capodilupo, C. M., Nadal, K. L., & Torino, G. C. (2008). Racial microaggressions and the power to define reality. <i>American psychologist</i>, 63: 277-279.</p> <p>Thomas, K. R. (2008). Macrononsense in multiculturalism. <i>American psychologist</i>, 63: 275-276.</p>
11	Language and Prejudice (cont.)	Class discussion, video-recorded conversation with Leaf Jerlefa, watch documentary The Facebook dilemma: David Madden	<p>Haslam, N. (2015). Dehumanization 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. 295-314). Washington, D. C.: American Psychological Association.</p> <p>Rothbart, D. & Bartlett, T. (2008). Rwandan radio broadcasts and Hutu/Tutsi positioning. In F. M. Moghaddam, R. Harré, and N. Lee (Eds.), <i>Global conflict resolution through positioning analysis</i>, (pp. 227-246). New York: Springer.</p> <p>Slocum-Bradley, N. R. (2008). Discursive production of conflict in Rwanda. In F. M. Moghaddam, R. Harré, and N. Lee</p>

			(Eds.), <i>Global conflict resolution through positioning analysis</i> , (pp. 207-226). New York: Springer.
12	Active Learning Activity	Observation in the City	Reflection Assignment
13	Consequences of Being the Target of Prejudice and Discrimination	Class discussion, lecture, video clips	<p>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</i>, 8: 712-725.</p> <p>Lui, P. P., & Quezada, L. (2019). Associations between microaggression and adjustment outcomes. <i>Psychological bulletin</i>, 145: 45-78.</p> <p>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>.</p> <p>Wilkinson, I. (2020). <i>Cortisol, telomeres, and the lethality of caste</i>. Caste. New York, NY: Random House.</p>
14	Reducing Prejudice and Discrimination	Class discussion, lecture, video clips, Final Exam Review	Caren, N., Andrews, K. T., & Lu, T. Contemporary social movements in a hybrid media environment. <i>Annual review of sociology</i> , 46: 443-465.

			<p>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. <i>European journal of social psychology</i>, 213- 229.</p> <p>Sayyid, S. (2017). Post-racial paradoxes: Rethinking European racism and anti-racism. <i>Patterns of prejudice</i>, 51: 9-25.</p> <p>van Zomeren, M. (2015). Psychological processes in social action. In In M. Mikulincer and</p> <p>P. R. Shaver (Eds.), <i>Handbook of personality and social psychology: Volume 2: Group processes</i>, (pp. 507-533). Washington, D.C.: American Psychological Association.</p> <p>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. <i>British journal of social psychology</i>, 58: 786-805.</p>
15	FINAL EXAM		

SECTION III: CEA CAPA Academic Policies and Standards

ACADEMIC POLICIES

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

STUDENT LEARNING & DEVELOPMENT OBJECTIVES

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration.

These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery. beyond specifics of course offerings, that address student learning holistically and frame a larger learning context.