

Course Last Updated 9/23/2024



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

Section I: Course Overview

Course Code: PSY343

Subject Area(s): Psychology

Prerequisites: One 200-level course or two 100-level courses in psychology or another relevant subject area

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: None

Course Description

The aim of this course is to shed light on the relationships among racial/ethnic 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, students are 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
- Discuss ways to decrease both systemic racism and individual racism

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: TBC

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides 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. Forms of assessment may be slightly modified in the term syllabus.

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

Reflection Assignments (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 studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- Local Festivals
- City Observations

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course, but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required

Abrams, D. (2015). Social identity and intergroup relations. In M. Mikulincer and P. S. Shaver (Eds.), *APA Handbook of personality and social psychology*, vol. 2, group processes, (pp. 203-228). Washington, D.C.: American Psychological Association.

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. *Psychology of violence*, 8: 712-725.

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>.

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.

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.

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.

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.

Lui, P. P., & Quezada, L. (2019). Associations between microaggression and adjustment outcomes. *Psychological bulletin*, 145: 45-78.

Mackie, D. M., & Smith, E. R. (2015) Intergroup emotions. In M. Mikulincer and P. S. Shaver (Eds.), *APA Handbook of personality and social psychology*, vol. 2, group processes, (pp. 263- 293). Washington, D.C.: American Psychological Association.

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. *Cultural diversity and ethnic minority psychology*.

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.

Oyserman, D. & Markus, H. R. (1993) *The Sociocultural Self*. In J. Suls (Ed.), *Psychological perspectives on the self*, Volume 4, (pp. 187-220). Hillsdale, NJ: Erlbaum.

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.

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.) *The psychology of fake news: Accepting, sharing and correcting misinformation*. London, UK: Psychology Press.

Punathambekar, A. (2017) Globalization. In L. Ouellette and J. Gray (Eds.), *Keywords for media studies*, (pp. 84-87). New York: New York University Press.

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.

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

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.

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.

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

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.

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

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.

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

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.

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.

Caren, N., Andrews, K. T., & Lu, T. Contemporary social movements in a hybrid media environment. *Annual review of sociology*, 46: 443-465.

Wilkinson, I. (2020). *Cortisol, telomeres, and the lethality of caste*. Caste. New York, NY: Random House.

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*.

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.

Course Calendar

Session 1	
Topics	Introduction to Course

Activity	Course presentation; distribution of the syllabus; course requirements and course expectations; methodology. Lecture and in-class activity (e.g., Salient Circles Diagrams)
Readings & Assignments	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.

Session 2	
Topics	Privilege & Social Identity
Activity	Watch documentary Hello, Privilege. It's me, Chelsea, class discussion, lecture
Readings & Assignments	<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>

Session 3	
Topics	Holocaust Remembrance Day
Activity	Watch the documentary, We Shall Not Die Now, and class discussion integrating information from today's reading
Readings & Assignments	<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>

Session 4	
Topics	Nationalism and Globalization
Activity	Lecture, class discussion
Readings & Assignments	<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>

	Umbrass, K. (2017). Psychopolitics of the current nationalism. Journal of strategic security, 10: 29-41.
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Session 5	
Topics	Sources of Stereotyping, Prejudice, and Discrimination
Activity	Lecture, class discussion
Readings & Assignments	<p>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.</p> <p>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.</p> <p>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.</p>

Session 6	
Topics	Institutionalized/Systemic Prejudice
Activity	Lecture, class discussion, video excerpts from the Rise and Fall of Jim Crow
Readings & Assignments	<p>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.</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>

Session 7	
Mid-term Review	

Session 8	
Mid-term Exam	

Session 9	
Topics	Institutionalized/Systemic Prejudice
Activity	Lecture, class discussion
Readings & Assignments	Foels, R., & Pratto, F. (2015). The hidden dynamics of discrimination: How ideologies organize power and influence intergroup relations.

	<p>In M. Mikulincer and P. S. Shaver (Eds.), <i>APA Handbook of Personality and Social Psychology</i>, 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.), <i>APA Handbook of Personality and Social Psychology</i>, Vol. 2, Group processes, (pp. 317- 340). Washington, D. C.: American Psychological Association.</p>
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Session 10	
Topics	Prejudice and Language
Activity	Discussion of readings, lecture
Readings & Assignments	<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>

Session 11	
Topics	Language and Prejudice (cont.)
Activity	Class discussion, video-recorded conversation with Leaf Jerlefa, watch documentary <i>The Facebook dilemma: David Madden</i>
Readings & Assignments	<p>Haslam, N. (2015). Dehumanization 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. 295-314). Washington, D. C.: American Psychological Association.</p> <p>Rothbart, D. & Bartlett, T. (2008). Rwandan radio broadcasts and Hutu/Tutsi positioning. In</p> <p>F. M. Moghaddam, R. Harré, and N. Lee (Eds.), <i>Global conflict resolution through positioning analysis</i>, (pp. 227-246). New York: Springer.</p>

	Slocum-Bradley, N. R. (2008). Discursive production of conflict in Rwanda. In F. M. Moghaddam, R. Harré, and N. Lee (Eds.), <i>Global conflict resolution through positioning analysis</i> , (pp. 207-226). New York: Springer.
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Session 12	
Topics	Active Learning Activity
Activity	Observation in the City
Readings & Assignments	Reflection Assignment

Session 13	
Topics	Consequences of Being the Target of Prejudice and Discrimination
Activity	Class discussion, lecture, video clips
Readings & Assignments	<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>

Session 14	
Topics	Reducing Prejudice and Discrimination
Activity	Class discussion, lecture, video clips, Final Exam Review
Readings & Assignments	<p>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> <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.), Handbook of personality and social psychology: Volume 2: Group processes, (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>
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Session 15
Final Exam

Section III: 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, addressing student learning holistically and framing it a larger learning context.