College of Alameda

**Arts and Letters Department**

# Spring 2016

Mrs. Peterson-Guada Psychology 18

speterson@peralta.edu Psychology of Minority Groups

Website: www.alameda.peralta.edu/sarah-peterson-guada Class Code 21378

## Office location: C106-107 F 9:00 a.m.-11:50 a.m.

Office hours: MW 9:45 am – 11:45 am or by appointment Room C105

Office phone: 748-2269

**Course Objective:** To deepen our understanding of the diverse populations in the United States: people of color and women. In order to do so, we will examine how oppression has played out in white privilege, interethnic prejudice, and sexism and the internalization of such oppression within each group. We will use class discussions and exercises, readings, films, lecture, and assignments to increase our self-awareness and that of others, examine our own perceptions and assumptions, understand intent and impact in relationships, practice effective communication where we enhance our ability to speak our personal truth and be able to more fully listen to others. By the end of the term, you should be able to understand people’s psychological processes better, notice what is said AND not said, pick up key words, mirror back others’ statements, ask clarification questions, have a deeper understanding of the emotions and needs behind people’s statements. Additionally, we will experiment with possible ways to honor our personal and communal identity while simultaneously enlarging our world identity and interconnectedness of all.

*“Be the change you wish to see in the world.” Gandhi*

*“We don’t see things as they are, but as we are.” Jewish saying*

**Student Learning Outcomes (SLOs):**

1. Identify how different cultures communicate and interact. Display improved communication skills with a new awareness of how ethnicity and culture affect interpersonal relationships.
2. Discuss and present firsthand experience of being one of a kind within a different cultural group. Offer authentic personal reactions with the ability to be respectful of different cultural values and norms.
3. Increase self-awareness around race relations, gender dynamics, privilege, racism, sexism and heterosexism and how one may perpetuate or internalize these, so that the awareness itself may serve as a vehicle of change and empowerment for self and others.

**Required Text:** Course Reader and *White Privilege* book available for purchase at the College of Alameda bookstore.

**Other Reading:** The instructor will periodically pass out separate reading assignments that will complementthe subject matter.

**COURSE POLICIES:**

1. **Get assignments and grading rubrics from website:** http://alameda.peralta.edu/sarah-peterson-guada

**2. Absences: IF YOU MISS MORE THAN THREE (3) CLASS SESSIONS, THE INSTRUCTOR MAY DROP YOU. SHOULD EMERGENCY SITUATIONS ARISE, IT IS *YOUR* RESPONSIBILITY TO PROVIDE DOCUMENTATION OR CONTACT HER VIA EMAIL OR VOICE MAIL.** *If you decide to drop the class prior to this, you must file a drop form with the Admissions & Records Office. The last day to drop without receiving a “W” on your transcript and receive a refund is Sunday, February 7th. The last day to drop and receive a “W” on your transcript is Saturday, April 23rd.*

**3. Punctuality:** Roll will be taken in the beginning of class. **IF YOU COME *30 MINUTES PAST THE START OF CLASS*, YOU WILL BE MARKED ABSENT.**

**4. Leaving Early:** There must be a valid reason, and this must be approved by the instructor prior to class.  **OTHERWISE YOU WILL BE MARKED ABSENT.**

**5. Cell phone usage:** Please have cell phones on silent or vibrate mode, as they keep us from being fully present and engaged with our learning and interactions with one another. If you receive an important call, please take it outside. *There is no texting permitted in class. If you use your cell phone to text, you will be asked to leave the class and will be marked absent for that day. You may return to class the next session.*

**6. No “side” talking to classmates:** Conversations are encouraged in class and must contribute to the entire class discussion. If talking to others about non-course related material occurs, the instructor will give student(s) one reminder of the “no side talking policy”. If talking continues, students will be separated. If the dynamic proceeds, student(s) will be asked to leave class to visit the Division Dean and must speak with the Division Dean before returning to class. If the issue needs further attention, they will speak with Vice President of Student Services with the possibility of being dropped from class.

**7. Participation and Presence:** Everyone is encouraged to speak up in class so that we are able to learn more from each other, which will yield a more interesting and fun class. We can only learn from each other when everyone is present to discuss issues, listen to each other, and share thoughts. In order to have the classroom be a comfortable setting where people want to talk, it is important at all times to respect each other’s point of view, even when we disagree.

**8. Confidentiality:** Psychology is a subject where people tend to disclose personal information. It is essential that this information and the associated names remain in the classroom. If discussion of information occurs outside of the class, please omit names. This will allow us to build a trusting classroom environment.

**9. Student Conduct:** The instructor respects each of you as a person and expects that you each extend this same respect towards your fellow classmates and her. If the instructor feels disrespected in any way, you will be referred to the Division Dean before you’re able to return to the class and also referred to the Vice President of Student Services. For further school guidelines please refer to the “Student Conduct and Due Process Policy” section located in the College of Alameda Catalog.

**10. Mediation:** The policy for handling difficult behavior will include the utilization of the Division Dean and Vice President of Student Services that may lead to a written student behavioral agreement.

**11. Plagiarism:** If a student copies writings from another student or author that is considered plagiarism. Cheating or committing plagiarism may lead to such consequences as reduction in grade, suspension from class, course failure, or expulsion from the college. For details of student disciplinary procedures and the student complaint/grievance policy, see the College of Alameda Catalog.

**12. Other Course Information:** Psychology 18 is a 3-unit transferable course and can be applied to your Associate Degree. This means that each week, you are expected to do 6 hours of work for the class *in addition* toattending class. Credit/No Credit is not available. Consult your academic advisor with further questions.

**13. Programs & Services for Students with Disabilities:** If you have a disability which may require classroom or test accommodations, please contact DSPS in Room D117 or call 510-748-2328. You will need to provide written documentation of your disability. If you think you have a disability but currently have no documentation, DSPS may be able to help you. All information will be kept confidential.

**14. Receiving an Incomplete in the Class:** An incomplete is designed for students who are unable to complete the course due to an unforeseen circumstance and are missing one or two major course assignments. If you feel that you are not going to complete the course successfully, due to not doing well on tests, not submitting course assignments on time or at all, then receiving an Incomplete will not be permissible. Additionally, if you feel that you would like to discuss the options for an Incomplete, this must be done prior to the last day of instruction and before finals week.

**COURSE PROJECTS** (Your overall grade will be calculated according to the following)**:**

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| --- | --- |
| **Course Projects** | **Points** |
| Differences Exercise | 50 |
| Oral Personal Report  | 50 |
| Conflict History Assessment | 50 |
| Reflection Papers | 180 |
|  |  |
| **To Be Included in Portfolio:** |  |
| Journal | 30 |
| Film Reviews  | 100 |
| Difference Interview  | 100 |
| Cultural Immersions | 150 |
| **TOTAL** | **680** |

***\*\*\*NOTE 1:* All late work and extra-credit must be submitted by the last day of instruction. Work will not be accepted during the final exam week.**

***\*\*\*NOTE 2:* All work must be submitted in person. Work submitted via email or in instructor’s mailbox will not be accepted.**

**1. Conflict History Assessment (50 points)** This exercise is designed to show the impact of one’s family experiences with conflict on present day behavior and attitudes. Speaker shares - 5 minutes; listeners reflect, practice empathy, and asks questions - 5 minutes; and speaker gives feedback - 5 minutes. Further guidelines will be provided day of activity. Make-up exercises allowed if student contacts instructor prior to absence. Otherwise, late assessments receive ½ credit.

**2. Oral Personal Report (50 points)** The purpose of this assignment is for you to reflect on how race, culture, and perhaps gender and sexual orientation have played a role in your life and the shaping of your identity.

* What ethnic/racial group do you belong to or identify with?
* How has your membership in an ethnic group affected the way you dress, the friends you meet, the language you speak, your accent, your personality, or other characteristics that are a part of you?
* Have you ever experienced discrimination because of the way you look or possibly behave or speak?
* Has anyone in your family led you to believe that you are better or worse than other people because of the way you look, your skin color, hair color or texture, sexual orientation, or gender?
* What are the stereotypes that people hold towards your ethnic or racial group? How does this impact you and make you feel? Have they shaped your life, character, ambitions in any way? If so, how? In what ways have you possibly overcompensated for them?
* What prejudices have you been taught to have against other people? How did you learn these?
* In what ways have you benefited from your background and in what ways has it challenged or obstructed you?

Your grade will be based on how well you convey your ideas, your willingness to participate, and how thoroughly and authentically you share your experiences. Speaker shares - 10 minutes; listeners reflect, practice empathy, and asks questions , if time.

**3. Differences Exercise (50 points)** The purpose of this exercise is to reflect on and share in small groups the answers to 1) When did you first notice you were different? How did it affect you and how does it affect you today?You must bring in childhood picture, either a hard copy of on phone, in order to receive credit and participate in this exercise. Speaker shares - 5 minutes; listeners reflect, practice empathy, and asks questions - 5 minutes; and speaker gives feedback - 5 minutes.

**4. Reflection Papers (180 points)** For each segment in the reader (ie. Native American, Asian-American, etc.), you will 1) choose one idea that stands out to you and 2) share how this personally impacts you. Write papers in essay format with introduction, at least two body paragraphs, and conclusion. Include title of article and author’s name in introductory paragraph. Use “Reflection Paper Guidelines and Grading Rubric” located on course website. There are a total of nine reflection papers in the semester. Each paper is worth 20 points. Paper length: 1 page-2 pages. Paper format: Typed, 12 point font, double-spaced, 1 inch margins. Along with paper content, grammar, spelling, and paper format will affect your grade. **LATE REFLECTION PAPERS WILL RECEIVE A MAXIMUM SCORE OF 12 POINTS (LETTER D GRADE).**

**ASSIGNMENTS TO BE INCLUDED IN PORTFOLIO (USE RUBRIC ON COURSE WEBSITE):**

**1. Journal (30 points):** The journal entries are an opportunity for you to personalize the information covered in the class and become more deeply aware of yourself. This assignment measures Student Learning Outcome 3.

1. **You must use the provided form located on the last page of this syllabus to write or type your journal entries either by photocopying it or copying and pasting it in a Word document. *Other forms and free writing without the usage of this form will not be accepted.***
2. **Number each entry in space provided on form (instructor is not responsible for counting your entries and *you will not receive credit if they are not numbered*).**
3. **An adequate journal entry is at least ¾ of a page using normal writing font or ½ page typed. When submitting them on the due date, please include in the portfolio. *Journals loosely held in a folder will not be graded.***
4. **Each week you will write one journal entry. The entries do not have to correlate with class meeting times or holidays. For full credit, 15 journal entries are needed in an entire semester (worth 2 points each). Start journal entries early in order to maximize the emotional and psychological benefits of this assignment. If you hold off until the end of the semester, it will be a massive project with much less personal awareness and gain. Late journals will receive half credit.**
5. **Film Reviews (100 points)** Over the course of the semester, we will watch various films in class. You will choose four films to reflect upon that touched you in some way, had a strong reaction to, related to, learned something from or surprised/confused you. Each film review is worth 25 points. Approximate paper length is one page, typed. You must use “Film Review Form” located on the course website in order to receive credit. **LATE FORMS WILL RECEIVE A MAXIMUM SCORE OF 15 POINTS (LETTER D GRADE).**

**3. Difference Interview (100 points)** Pick someone different than you (ethnic background, ability, and/or sexual orientation). Talk with them for one hour focusing on how it is for them to be who they are. Write a three-page paper describing *your process* and *what you learned about yourself.* You can find assignment guidelines and interviewing tips on the instructor’s website. Paper must be in essay format. Paper length: 3 pages. Paper format: typed, double-spaced, 1 inch margins, 12 point font. **LATE PAPERS WILL RECEIVE A MAXIMUM SCORE OF 60 (LETTER D GRADE).**

**4. Cultural Immersion Experiences (150 points)** Attend and/or participate in a cultural event, such as a festival, music/dance/or theatrical performance, museum, wedding, family gathering, or book reading about a group different than your own (either based on ethnic origin, sexual orientation, or sex/gender). You must attend three of these cultural events during the semester worth 50 points each and complete the “Cultural Immersion Form” located on instructor’s website in order to receive credit. The three cultural immersion experiences can be of the same or varying cultures. **LATE CULTURAL IMMERSION FORMS RECEIVE ½ CREDIT.**

**5. Extra-Credit (30 points)** You may make an individual or group presentation on a topic related to diversity. You will need to use two outside resources to aid your understanding of your topic and then present your findings to the class. The following are a few examples of possible topics:

Contemporary Native American issues

Racial profiling by the police

Affirmative action

Interracial dating/marriage and its pros and cons

The immigrant experience raising children in the United States

Double discrimination: being gay/person of color, disabled/person of color, woman/person of color

Your grade will be based on the clearness of your presentation and cohesiveness of your ideas. Be creative, use at least one other form of presentation (handout, video, class exercise). Make this memorable five years from now! Approximate presentation time: 15-20 minutes. **OR,** read any article or watch film about the diverse peoples in terms of race, gender or sexual orientation and discuss its impact on you. Paper format: 2 pages, 12 pt. font, and 1 inch margins. If unclear of whether article or film qualifies or if you need help brainstorming ideas, please ask the instructor.

**5. Grades**

A – 90% and above

B – 80% - 89%

C – 70% - 79%

D – 60% - 69%

F – 59% and below

**Course Calendar:** (Subject to slight variations)

**\*NOTE: R=READER; WP=WHITE PRIVILEGE BOOK**

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| WEEK | DATE | READING/ASSIGNMENT |
| 1 | F JAN 29 | Overview of syllabus**;** Ice breaker; Handout: Privilege **WP or R: “White Privilege: Unpacking the Invisible Knapsack”** |
| 2 | **F FEB 5** | **DUE: WHITE PRIVILEGE REFLECTION PAPER**Watch: Tim Wise’s “White Privilege, Racism, White Denial & the Cost of Inequality”Review Concepts related to Diversity**R: “Social Psychology”** |
| 3 | **F FEB 12** | **PRESIDENTS’ BIRTHDAY – HOLIDAY OBSERVANCE** |
| 4 | **F FEB 19** | **DUE: SOCIAL PSYCHOLOGY REFLECTION PAPER**Class discussion on articleWatch: “Color of Fear”**R: “Women and Self-Esteem”****R: “Silencing the Self”** |
| 5 | **F FEB 26** | **DUE: WOMEN REFLECTION PAPER**Class discussionon articlesWatch: “Killing Us Softly 4: Advertising's Image of Women”  |
| 6 | **F MAR 4** | CONFLICT HISTORY ASSESSMENT |
| 7 | **F MAR 11**  | ORAL PERSONAL REPORTS |
| 8 | **F MAR 18** | ORAL PERSONAL REPORTS R: “An Indigenous People’s History of the U.S.”**R: “Bury My Heart at Wounded Knee”****R: “The Destruction of the California Indian”** |
| 9 | **F MAR 25** | **SPRING BREAK** |
| 10 | **F APR 1** | DUE: NATIVE AMERICAN REFLECTION PAPER DUEClass discussion on articlesWatch: Native American documentaries**R: “Race Matters”****R: “I Taught My Black Kids That Their Elite Upbringing Would Protect Them From Discrimination. I Was Wrong”****WP: “Representations of Whiteness in the Black Imagination”** |
| 11 | **F APR 8** | DUE: AFRICAN-AMERICAN REFLECTION PAPER DUEClass discussion on articlesWatch: “The African Americans (Part 1)”**WP: “Becoming Hispanic: Mexican Americans and Whiteness”**R: “How to Tame a Wild Tongue” |
| 12 | **F APR 15** | DUE: LATINO/A-CHICANO/A REFLECTION PAPER DUEClass discussion on articlesWatch: “Latinos Beyond Reel”**R: “The Asian-American Experience: Spacious Dreams”**R: “Handbook of Asian-American Psychology” |
| 13 | **F APR 22** | **DUE: ASIAN-AMERICAN REFLECTION PAPER** Class discussion on articlesWatch: “Stolen Ground”**R: “An Invisible Monster: The Creation and Denial of Mixed Race People in America”**R: “The Developmental Process of Asserting a Biracial, Bicultural Identity” |
| 14 | **F APR 29** | DUE: MIXED-RACE REFLECTION PAPERClass discussionon articles**DIFFERENCES EXERCISE**  |
| 15 | **F MAY 6** | **PORTFOLIO DUE:****JOURNALS** **3 CULTURAL IMMERSION FORMS****4 FILM REVIEWS****DIFFERENCE FOCUSED INTERVIEW** Watch: “Last Chance for Eden” Part 1**R: “Killing Rage: Ending Racism”****R: “Overcoming Racism: The Journey to Liberation”** |
| 16 | **F MAY 13** | **DUE: ENDING RACISM REFLECTION PAPER**Class discussion and exerciseCLOSING REMARKS:1) What challenge regarding diversity do you still face?2) What will you take away from the class? |
| 17 | **F MAY 20** | MALCOLM X’S BIRTHDAY – HOLIDAY OBSERVANCE |

 **PSYCH 18—MINORITY GROUPS DATE:\_\_\_\_\_\_\_\_\_\_\_\_\_ Reflection #: \_\_\_\_\_\_\_**

 **NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PHOTOCOPY THIS FORM AND USE ONE PER WEEK. FOR FULL CREDIT, 15 JOURNAL ENTRIES ARE NEEDED IN AN ENTIRE SEMESTER (WORTH 2 POINTS EACH/TOTAL OF 30 POINTS). THIS FORM MUST BE USED TO RECEIVE CREDIT. NUMBER EACH ENTRY FOR CREDIT. TO BE SUBMITTED IN PORTFOLIO.**

1. The journal is an opportunity for you to increase your awareness of relations between people and have a safe place to process. Some questions to consider are: What have you noticed regarding race or gender relations, racism, sexism, homophophia, heterosexism, stereotypes, and/or cultural differences or similarities? How do you feel about these? Do you do anything about them, if so what? If not, how come? The journal is also an opportunity for you to further explore emotions or thoughts that come up for you during any class discussion or exercise. Please be honest with yourself and reserve judgment. Be gentle with yourself; these are not easy topics to explore.