

Stereotyping, Prejudice, and Racism – Special Topics in Psychology  
 PSYCHOLOGY 494: SPRING 2022  
 University of Illinois, Chicago  
 Department of Psychology  
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Class: Tuesdays & Thursdays, 2:00-3:15pm, Room 1077 BSB  
 Drop-In Hours: T, TH: 3:15-4:15 p.m. or by appointment on another day, Room 1062B BSB

The way to stop discrimination on the basis of race is to speak openly and candidly on the subject of race, and to apply the Constitution with eyes open to the unfortunate effects of centuries of racial discrimination – Sonia Sotomayor, U.S. Supreme Court Justice

The problem is that my generation was pacified into believing that racism existed only in our history books – Chance the Rapper

## **COURSE DESCRIPTION AND OVERVIEW**

The main course goals are that you will: 1) identify the historical roots of racism in the U.S. and connect historical racism with contemporary racism, 2) examine the psychological consequences of racism on the lives of people of color and white people, 3) co-create a classroom racial climate that builds on our strengths and learning edges, and reflect on your own racial attitudes, beliefs, behaviors, experiences, and 4) begin developing agency and behaviors to dismantle racism. You will learn about these topics by reading empirical articles in psychology, education, and sociology, engaging with forms of media (e.g., films, podcasts), participating in dialogues in class and outside of class, writing reflective papers, and engaging in other experiential activities. The content and structure of this course is grounded in the perspectives of people of color, particularly those of women of color.

To achieve these goals, you should be able to answer the following questions by the end of the semester: How do my social identities shape my perceptions of and experiences with racism? How is race a social construct? How is white privilege enacted on individual and institutional levels? How has historical racism contributed to contemporary racial disparities? Is “not seeing color” a good thing? Can’t people just work harder to achieve success? Why do some people perceive contentious situations as racially motivated whereas others do not? How do we learn about our race and racism? What are the benefits and challenges of diversity? What benefits arise from talking about race and racism? What can we do within our own spheres of influence to disrupt racism?

This class does not do a deep dive into how specific groups (e.g., African Americans, Mexican Americans, Vietnamese Americans) experience, navigate, and challenge racism. Entire courses can be dedicated to these topics. Instead, this course exposes you to key psychological theories and work that inform the foundation for research on different racial/ethnic groups’ experiences. Although this class is primarily grounded in research on African American and Latinx communities racialized experiences in the U.S., this course should be seen as a “launching pad” for further study of groups’ intersectional experiences (e.g., how racism, sexism, and homophobia interact to shape the psychology of racism, sexism, and heterosexism) in different social settings (e.g., high school, higher education, the workplace) and national contexts (e.g., Caribbean, Central America, Africa).

## COURSE STRUCTURE AND COVID-19

**Format.** Class will be in person each week, but we will have classes remotely using Zoom if the University releases mandates to have virtual classes due to COVID-19. You can access Zoom links from our course page in Blackboard. Classes often include a brief lecture with the majority of time dedicated to discussion in small and large groups. Your physical presence and engagement (either in person or remotely when it is required by the University) are required to be successful in the course.

**COVID-19 Protocols.** See [UIC's COVID-19 policy and expectations](#).

**Course Communication.** Blackboard will serve as the communication location for the course. I will send our class emails via Blackboard with information I intend to share with the entire class, such as potential changes in the syllabus. I will also share information during our sessions. You're always welcomed to email me via UIC email or Blackboard or attend Drop-In Hours if you ever have questions about the course or want to discuss other questions you have (e.g., navigating college).

**Technology.** A laptop, desktop, or phone with an internet connection is required for coursework and is especially needed we have remote sessions. Any device used should be able to access the Blackboard/Zoom website and download documents. A laptop is not needed for in-person sessions. UIC has a [laptop loaner program](#) to which you may apply.

**Confidentiality (additional information below).** I understand that some of you might be in public libraries or at home with multiple people when sessions are remote. To ensure confidentiality of class discussion, I ask that you please use headphones while in class, so discussions remain confidential.

## REQUIRED TEXTS

I consider this course one that has relatively heavy reading. Weekly reading is about 50 pages, with some weeks less and a few weeks with 65+ pages. I will inform you of heavier weeks, so you can plan accordingly.

[Tatum, B. D. \(2017\). \*Why Are All the Black Kids Sitting Together in the Cafeteria? and Other Conversations about Race\*. New York: Basic Books. Revised and updated edition.](#)

## MY TEACHING PHILOSOPHY

It is my job to help you critique beliefs, attitudes, behaviors, institutions, and policies that perpetuate and challenge racism—goals of the course. It is also my job to unveil the assumptions of college and help you navigate your interactions with other students, staff, faculty, and me. I want to see you succeed in my class, in other classes, and outside the classroom. As a first-generation student (I am the first in my family to go to college and to obtain a PhD), I recognize that we all enter the classroom with different home and school experiences, which inform our assumptions about what is “normal” college behavior. Thus, I am explicit in my expectations of you, as students, the expectations you can have of me as a professor, and the goals of class assignments and policies.

I feel strongly that as your professor, I am a partner and coach throughout the learning process. I can present, explain and describe information, but true learning requires activity on your part. You and I are co-facilitators of your success in this course. To facilitate this success, you must:

- 1) Read all material before class
- 2) Be physically/virtually present and cognitively engaged with course materials and activities (see Course Climate and Norms)
- 3) Ask questions during class and/or drop-in hours
- 4) Think about the material as more than just “facts on the page to learn for the test.” Your learning of course material will be lifelong.

## COURSE REQUIREMENTS

### Deadlines

**With the exception of the Daily Reading Analyses (see below), all assignments/projects are due by the beginning of class, or at 2:00 p.m. CST, and should be submitted via Blackboard, unless otherwise noted.** See the schedule below for specific due dates for assignments/projects. Please speak with me as soon as possible if you are experiencing difficulties fulfilling the requirements of the course. I want all of you to succeed so coming to speak with me can help us navigate any difficulties you may have.

### Daily Reading Analysis (25 submissions x 4 = 100 points)

You will complete Daily Reading Analyses to facilitate your preparation for class discussion, conceptual understanding of readings, and to provide reading accountability. Responses are worth 4 points total, regardless of the number of readings assigned. **You are expected to complete reading analyses for all materials assigned for the specific class date, which may include podcasts, videos, or images.** Incomplete responses (e.g., only one question is answered) will receive 2 points. **Reading Analyses for Tuesday and Thursday are due on Friday, 9:00 a.m. CST.**

Responses must have the following:

1. **Summary:** In 3-5 sentences, summarize the main themes across the articles/resources assigned. This should be a cohesive reflection of the authors’ argument and the main points that they use to demonstrate it.
2. **Connection between Readings:** In 3-5 sentences, discuss how the readings/resources selected are related and communicate with one another. Ask yourself: why were these readings assigned together? How do these readings relate back to the week’s theme and the course’s overarching goals?
3. **Connection between Readings and Real-World Issues:** In 3-5 sentences, connect how readings/resources relate to real world issues, such as those displayed through the news, media, etc.
4. **Create One Discussion Question:** These questions should not be fact-based and rarely opinion based. Rather, they should help us think through course concepts, theories, experiences, and other course material. These questions might be used for discussion during class.

### Critical Reflection Papers (2 papers x 30 = 60 points)

Two 4-6 page critical reflection papers will be due throughout the semester. These papers will allow you to reflect on and apply course material to your life experiences. Detailed paper handouts of instructions will be provided on Blackboard before paper deadlines. Each paper is worth 30 points. The topics of the two reflection papers are:

- 1) **What a Difference a Month Makes.** You will reflect on your growth and any confusion with course content. You will also reflect on the costs and benefits of racism in your life and society (Due 02/08).
- 2) **Ethnic-Racial Identity and Ethnic-Racial Socialization.** You will reflect on your personal ethnic-racial identity development and ethnic-racial socialization (Due date 03/03).

### **Projects (4 projects x 60 points = 240 points)**

You will complete 4 projects, each of which has several components. Detailed paper handouts will be uploaded to Blackboard before paper deadlines. Projects are broken down into “Experiential Projects” or ones that do not include a writing component, and “Writing Intensive” projects, or ones that include a substantive writing component. Each project is worth 60 points.

#### *Writing Intensive Projects*

- 1) **Neighborhood Tour.** You will take an in-person or virtual tour of two neighborhoods, which will allow you to compare and contrast visible resources. (02/03).
- 2) **Color-Blind Ideology Analysis.** You will identify and analyze the presence of color-blind ideology in one resource of your choosing (02/17).
- 3) **Action Plan.** You will create a realistic and tangible action plan with steps you can take to dismantle racism in your lives. This includes a PowerPoint and verbal presentation that will be presented in class (04/26).

#### *Experiential Projects*

- 1) **Vision of Liberation.** You will develop a creative piece (e.g., art, music, poetry, short story) that showcases your vision of liberation. Your project draws on your imagination and should not be bounded by the real-life constraints that limit racial justice. (04/05).

### **Personal Journal Logs (Part 1 (40 points) + Part 2 (40 points) = 80 points)**

You are expected to complete daily journal logs on your reactions to course discussions, readings, and films shown in class. It is also a place to record examples of racism (individual, institutional, or cultural) you experience or witness throughout the semester and your thoughts on how to address them (e.g., political change, social support). You should have one substantive entry per week. Some people write frequent short entries, while others write longer essays – either approach is acceptable if the entries demonstrate a significant effort to reflect on what you’re learning. Regularly scheduled, frequent entries are the key to a successful journal. **To ensure you’re making regular process on your journal entries, you will submit the first half of your journal on 02/24, and the second half on 04/28.** I will only scan your entries to ensure they are completed. **I will not read your logs in depth, unless you ask me to. If you want feedback from me, I ask that you write “READ AND RESPOND TO ME DR. BAÑALES” to draw my attention to a specific entry.**

### **Class Participation: Attendance (15 weeks x 6 points = 90 points)**

Your attendance in class will count for your class participation. Three points will be allocated for each class session you attend, which totals 6 points a week in attendance points.

### **Extra Credit (10 points)**

You may receive 10 extra credit points (5 points each opportunity) throughout the semester. I will manually add 10 points to your final grade if you complete these assignments. Your options are:

1. **Attend an Event.** I recommend on campus or in the community. You can also suggest your own with my approval. You are to write a 2-3-page analysis of the event, connecting it to themes in our course. Note that this is an analytical assignment and not a reflective assignment.
2. **Interview a Community Expert.** You may interview someone who is involved in anti-racist work (e.g., a community organizer, a director of a non-for-profit, a staff member at UIC). You are to prepare at least 5 interview questions that aim to understand the motivation of their work, how their work aims to be anti-racist, and barriers and facilitators of their work. You will write a 1-2-page write up of the interview, which will outline the questions you asked, participants' responses, and your reactions to their responses.

## GRADING POLICIES

Your grade will be based on total points in the course.

Assignment	Point Total	Grade	Percent
Getting to Know You Survey	10 points	A	89.5 – 100
Daily Reading Analysis	100 points	B	79.5 – 89.4
Critical Reflection Paper 1	30 points	C	69.5 – 79.4
Critical Reflection Paper 2	30 points	D	59.5 – 69.4
Project 1: Neighborhood Tour	60 points	E	0 – 59.4
Project 2: Color-Blind Ideology Analysis	60 points		
Project 3: Vision of Liberation	60 points		
Project 4: Action Plan	60 points		
Personal Journal – Part 1	40 points		
Personal Journal – Part 2	40 points		
Engagement	90 points		
<b>Final Grade without Extra Credit</b>	580 points		
<b>Final Grade with Full Extra Credit</b>	590 points		

## Course Climate and Norms

The climate of our course cannot be removed from the sociopolitical climate of the United States or the world. The dual COVID-19 and racism [dual pandemics](#) further exacerbate racial inequities between white people and people of color. With that, I recognize that you might experience fatigue from online learning/work/the pandemic, might be grieving lost or caring for ill friends and family members, might be quarantining or sick yourself, and experiencing the stress of social distancing. Taking all of this into account as well as the nature of the course, we will co-create course norms on the first day of class, but I share some of my expectations below.

1. **“Showing up” to Class and Attendance:** Given that this an upper-level seminar where discussion is the prime form of engagement, I expect everyone to be present (both physically and cognitively) in class. In the cases of remote instruction, I would love to see your faces during each of our scheduled

class times but turning on your camera is not required. I want you to feel comfortable showing up as your full self (e.g., wearing what you feel comfortable in, such as bonnets, hoodies) in any location of your choosing that will allow you to focus (e.g., sitting at a kitchen table, on the couch, in bed, or a public location). I recognize that showing up as your full self is something people must earn, so please share as much as you feel comfortable.

- **Gender pronouns:** Please feel free to add your gender pronouns to your Zoom title. You may also change your name from the prescribed UIC name imposed on your Blackboard/Zoom account.
- **Absences:** Please let me know 1 day in advance about an expected absence. If you cannot give advanced notice of your absence, please contact me as soon as possible. If you miss class, you will be expected to watch the Zoom recording of the missed class, complete your Daily Reflections Questions, and submit any assignments missed.

2. **Confidentiality:** I want you to share what you're learning and processing from the course with family and friends. In fact, I strongly encourage it! However, please only share concepts or ideas and not people's specific stories (or names) that can be traceable to their identity. We need to maintain a community of trust, which requires confidentiality.

3. **Share the Airtime:** Everyone's participation is encouraged and valued. Please monitor your own participation level. If you are someone who often speaks up, be sure you allow others to participate. Think "3 before me" (i.e., if you have spoken, wait until 3 other people speak until you speak again). If you are someone who is hesitant to speak in groups, use this opportunity to speak more.

4. **Mutual respect:** "Respect" is culturally defined. I define respect as listening to others' perspectives, regardless if you agree with them or not, and responding using your experiences as a basis for conversation. You can do this by using statements such as "In my experience." With this, we should acknowledge the strengths and limitations that come from our individual perspectives. Additionally, we should challenge ideas and not necessarily people.

5. **Take Risks:** If you so choose, you can re-define your identity as a student in this class. Ask questions. Be explicit about your confusion. Express your energy around the course material.

6. **Academic Integrity:** I do not tolerate cheating and plagiarism. If any plagiarism is found in your work, you will receive 0 points for this assignment and the incident will be reported to the student disciplinary board. Please review the [UIC Student Disciplinary Policy](#) for additional information.

## Institutional Resources

**Wellness Services.** Your mental and physical health are priorities. Counseling Services are available for all UIC students. You may seek free and confidential services from the Counseling Center at <https://counseling.uic.edu/>. The Counseling Center is located in the Student Services Building; you may contact them at (312) 996-3490 during normal business hours (M-F, 9 am - 5 pm). If calling after hours, press 2 to be connected to a crisis counselor. In addition to offering counseling services, the Counseling Center also operates the InTouch Crisis Hotline from 6:00 p.m.-10:30 p.m. They offer support and referrals to callers, as well as telephone crisis interventions; please call (312) 996-5535. The [Wellness Center](#) also offers additional resources.

**Disability Services.** If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact the [Disability Resource Center](#).

**Sexual misconduct, required reporting, and Title IX:** The Campus Advocacy Network provides information and offers resources to all UIC students, faculty, and staff. Under the Title IX law you have the right to an education that is free from any form of gender-based violence and discrimination.

Crimes of sexual assault, domestic violence, sexual harassment, and stalking are against the law and can be prevented. For more information or for confidential victim-services and advocacy, contact UIC's Campus Advocacy Network at 312-413-1025 or visit <http://can.uic.edu/>. To make a report to UIC's Title IX office, email [TitleIX@uic.edu](mailto:TitleIX@uic.edu) or call (312) 996-5657.

**Writing Center.** The center offers tutors who can help you with reading and writing in any of your courses, not just English. Tutors are ready to help other writing as well, such as job applications, personal statements, and resumes. The tutor and you will work together to decide how to improve your writing. If you have not started your assignment, that is OK. A tutor can help you brainstorm or make an outline. Tutors understand that you might be using the Writing Center for the first time. They are ready to guide you through your first session. You can choose to work with a tutor in real time using chat and a white board, or submit up to 5 pages of text and receive written feedback within 48 hours. For more information and to schedule an appointment, visit the Writing Center website: <https://writingcenter.uic.edu/>.

**Library.** The library is located both on east and west campus, provides access to resources, study rooms, and research support both online via chat and in person. At Daley Library on the east side of campus, stop by the reference desk in the IDEA Commons, or make an appointment for research help on either side of campus. Learn more about library policies at <http://library.uic.edu/>. To find research materials in specific subject areas view the Research Guides at <http://researchguides.uic.edu/>. Note that a health check is required before you'll be able to enter the library buildings during the COVID-19 pandemic.

**Academic Support.** The Academic Center for Excellence (ACE) can help if you feel you need more individualized instruction in reading and/or writing, study skills, time management, etc. Please call (312) 413-0031 or visit <https://ace.uic.edu/> for more information.

**Key Dates.** You can find important dates by viewing calendars at the [Registrar's Office](#).

\*\*\*This course is informed by previous Psychology of Racism courses taught by Dr. Beverly Daniel Tatum and Dr. Kira Hudson Banks\*\*\*

### Schedule

Dates/Topics	Readings Done Before Class	Assignment Due By Class
<b>Self and Community Reflections/Development</b>		
1/11: Introduction		
1/13: Social Identity	Tatum: Prologue, Introduction	Getting to Know You Survey
<b>What is Race and Racism: Cultivating a Sociological Imagination</b>		
1/18: Race as a Social Construct	Tatum: Chapter 1 and Chapter 2  Neville et al., (2001). Pgs., 261-266 (stop after “basic humanity”)  ***Heavy reading day***	Daily Reading Analysis
1/20: Race as a Social Construct, cont.	Flores-González et al., (2014)  Brodtkin (1998)  Watch “ <a href="#">The Difference Between Us</a> ” from “Race, the Power of Illusion” PBS series on UIC library website  00-12:00 21:00-55:00  ***Need to be logged in UIC account to access video	Daily Reading Analysis
1/25: Racism as a System of Oppression	Miller & Garran (2007)  Tatum, Chapter 8  Listen to 1619 podcast, <a href="#">The Fight for a True Democracy</a> ***Transcript also available to read	Daily Reading Analysis



	<p>Select One Below:</p> <p>COVID-19 and Indigenous Communities (2020)          COVID-19 and Asian Communities (2020)          COVID-19 and Latinx Communities (2020)          COVID-19 and Black Communities (2020)</p>	
1/27: Racism as a System of Oppression, cont.	<p><a href="#">American Psychological Association's Role in Creating Systemic and Institutional Racism</a>          (skim)</p> <p>Watch "<a href="#">The House We Live In</a>" from "Race, the Power of Illusion" PBS series on UIC library website</p> <p>Select One Below:</p> <p>COVID-19 and Indigenous Communities (2020)          COVID-19 and Asian Communities (2020)          COVID-19 and Latinx Communities (2020)          COVID-19 and Black Communities (2020)</p>	Daily Reading Analysis
2/01: Whiteness/White privilege	<p>Listen to Code Switch's "<a href="#">A whiteness that's only skin deep.</a>"</p> <p>Listen to NPR's "<a href="#">What does it mean to be Latino? 'The light-skinned privilege' edition.</a>"</p>	Daily Reading Analysis
2/03: Contemporary Forms of Racism	<p>Bonilla-Silva, Chapter 3</p> <p>Jost &amp; Hunyady (2005)</p> <p>***Heavy reading day***</p>	<p>Daily Reading Analysis</p> <p><b>Project 1: Neighborhood Tour</b></p>
2/08: Contemporary Forms of Racism	<p>Godfrey et al., (2019)</p>	Daily Reading Analysis

		<b>Critical Reflection Paper 1: What a Difference a Month Makes</b>
<b>The Psychological Consequences of Racism on People of color</b>		
2/10: Ethnic-Racial Identity Development	Tatum, Chapters 3-5	Daily Reading Analysis
2/15: Ethnic-Racial Identity Development	Camacho et al., (2017) Rivas-Drake et al., (2021)	Daily Reading Analysis
2/17: Ethnic-Racial Socialization – Parental	Hughes et al., (2006)  Atkin et al., (2019)  Witherspoon et al., (2021)	Daily Reading Analysis  <b>Project 2: Color-Blind Ideology Analysis</b>
2/22: Ethnic-Racial Socialization – School	Salem & Byrd (2021)  Del Toro & Wang (2020)	Daily Reading Analysis
2/24: Experiences with Racial Discrimination	Benner & Graham (2013)  Chavez-Duenas et al., (2014)  Sirin et al., (2008)  ***Heavy reading day***	Daily Reading Analysis  <b>Personal Journal Log – Part 1</b>
03/01: Experiences with Racial Discrimination	Sellers & Shelton (2003)  Neblett et al., (2008)	Daily Reading Analysis

03/03: Immigration/Acculturation/Documentation	Cross et al., (2020)  Safa & Umaña-Taylor (2021)	Daily Reading Analysis  <b>Critical Reflection Paper 2: Ethnic-Racial Identity and Ethnic-Racial Socialization</b>
03/08: Developmental Perspectives on the Origins of Stereotypes and Beliefs About Racism	Abrams et al., (2014)  Kiang et al., (2021)	Daily Reading Analysis
<b>Psychological Consequences of Racism on White People</b>		
3/10: Ethnic-Racial Identity Development	Karras et al., (2021)	Daily Reading Analysis
03/15: Ethnic-Racial Socialization	Loyd et al., (2018)  Abaied et al., (2021)	Daily Reading Analysis
<b>Interracial Dynamics/Campus Racial Affairs</b>		
03/17: Interracial friendships/School Diversity	Chen & Graham (2015)  Graham et al., (2014)	Daily Reading Analysis
03/21-03/25: Spring Break! Celebrate my birthday ☺		
<b>Interracial Dynamics/Campus Racial Affairs</b>		
03/29: Intergroup Dialogue and Affinity Spaces	Burke & Banks (2010)  Charu et al., (2016)  Ford et al., (2012)  ***Heavy reading day***	Daily Reading Analysis
<b>Begin Developing Agency and Behaviors to Dismantle Racism</b>		

03/31: Healing from Racism among Communities of Color	Chavez-Dueñas et al., (2019)  Review the <a href="#">Nap Ministry</a>	Daily Reading Analysis
04/05: Critical Consciousness/Sociopolitical Development as Healing for Communities of Color	Watts & Flanagan (2007)  Bañales et al., (2019)	Daily Reading Analysis  <b>Project 3: Vision of Liberation</b>
4/07: Activism Against Web of Oppression	Rozas & Miller (2009)  Miller et al., (2021)	Daily Reading Analysis
4/12: Ask Me Anything Day/Review or Critical Consciousness review		Daily Reading Analysis
4/14: Cross-Racial Solidarity between Communities of Color and with White people	Kiang et al., (2021)  Selvanathan et al., (2017)	Daily Reading Analysis
4/19: What's My Role and How to Hold Institutions Accountable?	Tatum, Chapter 10 & epilogue  <a href="#">Accomplice vs. Ally</a>  Review Adames et al., (2020)	Daily Reading Analysis
4/21: Psychology as a Form Activism Against Racism	Blitz et al., (2014)  Teixeira et al., (2021)  <a href="#">American Psychological Association's Apology for Role in Systemic and Institutional Racism</a>	Daily Reading Analysis
4/26: Action Plans		<b>Project 4: Action Plans</b>  Feedback on peers' action plans (Due at the end of class)
4/28: Action Plans/Class Reflections		Feedback on peers' action plans (Due at the end of class)

		<b>Personal Journal Log – Part 2</b>
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\* This syllabus is a living document—one that I can change at any time. Changes will be discussed with our class\*