PSYCHOLOGY OF DIVERSITY | Spring 2015-16 Syllabus (subject to change)
Harvard University Extension School

Course: Psych E-1507 | Psychology of Diversity
Time: Tuesdays 7:40 to 9:40 p.m. (United States Eastern Standard Time)
Place: Via live web conference using Blackboard Collaborate

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COURSE FORMAT:
This is a web-based seminar using the software program Adobe Connect. Please see Extension School website information about system and equipment requirements:
http://www.extension.harvard.edu/distance-education/how-distance-education-works/web-conference-courses. Having the proper equipment and system compatibility is required for participation in this course.

COURSE DESCRIPTION: The United States is becoming increasingly diverse and the world increasingly globalized. The central focus of the course will be on the links between diversity and psychological processes at individual, interpersonal, and international levels. We will consider several basic questions, including: What is diversity? How do race, nationality, and religion influence individuals? What impact does diversity have on cross-group relationships? How is diversity related to people's perceptions of fairness, justice, and mental health? What is the relevance of people's perceptions of fairness, justice, and mental health to social problems and social change? Does respect for diversity promote peace and positive change? Much research has addressed these questions, and we will closely examine the evidence that has emerged so far.

PREREQUISITE: Introductory psychology course recommended.

TEACHING METHOD: Course taught via lectures and discussions live on-line web conference using Blackboard Collaborate.

LIMITED ENROLLMENT: 25 students.

REQUIREMENTS: Attendance, preparation, and participation in class discussions are requirements of this online seminar. You cannot connect online late or disconnect early. The class is designed as a weekly participatory seminar. Therefore, there are grade penalties for absences or lateness, and/or unresolved technological difficulties that
prevent participation and which are the student’s responsibility. Students are expected to have the required equipment and to seek tech support when needed. We also suggest that you connect while you are in a stationary situation (not in transit) since this class requires your full attention and participation.

READINGS: Textbook chapters, journal articles, and news articles. Most of the readings can be downloaded and printed out via Harvard library’s on-line Hollis system or the course website. (Students are responsible for procuring documents.)

WRITTEN HOMEWORK ASSIGNMENTS: In preparation for class discussions, you will write one-page, double-spaced response papers to the readings and assigned videos. You will be expected to have read and be able to comment on the assigned readings for each week. Also, you will be assigned to summarize an article and give an online presentation on they key ideas. Most presentations will run about 5 minutes, and each will be followed by discussion.

EVALUATION METHOD: For Undergraduate Credit: Response Papers, Midterm examination project/paper, Final examination project/paper, Online Presentations, Class participation, and Participation in group activities For Graduate Credit: All of the requirements for Undergraduate Credit plus additional reviews of scholarly articles for the midterm project/paper and final project/paper.

(1) Midterm Examination Paper: 5-pages double-spaced. The midterm examination paper will be based on a question/topic that addresses a central issue discussed in the course. The midterm examination paper requires you to draw on class lectures, discussions, videos, and critiques of readings. Dates and topics to be covered are shown on the detailed class schedule. Students are encouraged to follow APA 5th edition formatting. TWO COPIES OF YOUR PAPER MUST BE SUBMITTED ELECTRONICALLY ONE VIA EMAIL AND ONE VIA THE APPROPRIATE DROPBOX ON THE COURSE WEBSITE AND ARE DUE BEFORE CLASS ON THE ASSIGNED DUE DATE.

Type your manuscript in a common workhorse typeface like Times New Roman. Use 12 points for the type size. Use 1-inch margins at top, bottom, left and right of the page. Number your manuscript and insert your last name in the upper right-hand corner of each page of your manuscript -- continuously through the entire manuscript. http://www.apastyle.org/index.html

(2) Final Examination Project/Paper: 5-pages double-spaced. The final examination project/paper will be based on a question/topic discussed in the course. The final examination paper requires you to draw on class lectures, discussions, videos, and critiques of readings. Dates and topics to be covered are shown on the detailed class schedule. Students are encouraged to follow APA 5th edition formatting. TWO COPIES OF YOUR PAPER MUST BE SUBMITTED ELECTRONICALLY ONE VIA EMAIL AND ONE VIA THE APPROPRIATE DROPBOX ON THE COURSE WEBSITE AND ARE DUE BEFORE CLASS ON ASSIGNED DUE DATE.
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(3) Response Papers: You will submit brief response papers of 1 page double-spaced. You are expected to comment or elaborate on, challenge, or propose new thinking about the issues and ideas presented in the readings, videos, class lectures, group activities, and discussions.

Type your response papers in a common workhorse typeface like Times New Roman. Use 12 points for the type size. Use 1-inch margins at top, bottom, left and right of the page. Insert your last name in the upper right-hand corner.

(4) Online Presentation: You will be asked to give an online presentation and to submit TWO (one for each instructor) electronic copies of your presentation slides or outline via email and the appropriate dropbox. The presentation should last approximately 5 minutes.

(5) Participation: This is a discussion-focused course. There is no substitute for the dialogue that takes place during a group discussion online. Also, you may be asked to participate in-group activities.

You will sign up in the first week of class for you 5-minute online PowerPoint presentation. You will turn in two electronic copies of your PowerPoint presentation via email and the appropriate dropbox. You should present a review of the assigned article, then articulate the main idea of the argument/findings, and then discuss its internal consistency, psychological appeal, ability to account for data and incite new research, and its connection to the questions and themes of the course. Your presentation should reflect key themes in the article for that week and be designed to prompt discussion.

Good quality contribution to class online discussion is defined as thoughtful, appropriately frequent, and considerate input. Note that this course is an academic arena for exploration; you should feel comfortable to express opinions within the boundaries of basic respect and relevance.

Make-up examinations will not be administered. If students do not submit their response papers, presentations, midterm examination, or final examination projects on the required date they will receive a zero for that examination. Late work will not be accepted. Students may not substitute other work for the response papers, presentations, midterm examination paper, or final examination projects or any the other required assignments.

ASSIGNMENTS AND GRADING: Your final grade in the course will be determined as follows:
40% participation
attendance
contributions to discussion
online PowerPoint presentations

60% papers
brief response papers (10%)
midterm examination project/ paper (20%)
final examination project/ paper (30%)

Policy on Academic Honesty and Plagiarism
Students should be fully aware of the Harvard’s policy on Academic Honesty and Plagiarism, which is defined as “the theft of someone else’s ideas and work.” Students are required to write their own papers and properly cite sources. For more information, see Harvard’s policies online.

SEQUENCE OF TOPICS: The following topics will be covered in the course in the listed sequence; however, the specific calendar dates attached to them and the depth of the coverage will to some extent be determined by discussion and questions in the class meetings. Please note that the readings are for background and will not always cover the same material as the class lectures and discussions.

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<tr>
<th>Class</th>
<th>Date</th>
<th>Topics/Readings</th>
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--- DIVERSITY AT THE INDIVIDUAL LEVEL ---

Class 1: Tuesday JANUARY 26: Introduction

Introduction
Review Syllabus
Review APA formatting for papers
Questions related to the course

Response Paper One Due Next Class (please choose one question):

1. Who are you in social terms? How many social categories are you a member of? In what ways are these social categories beneficial or limiting? How important are these categories to your overall identity?

2. Does your personal identity differ from your social identity? If so, how does this discrepancy affect you?

Recommended Reading:

**Class 2: Tuesday FEBRUARY 2: What is diversity?**

WEISSMARK’S LIVE ONLINE LECTURE: “WHAT IS DIVERSITY?”

We will watch the Humanities film called “Understanding Race” by Lynn Dougherty et.al. (52 minutes): Available at Harvard Libraries (lib.harvard.edu). We will also try and find easily accessible version of this film.

Response Paper Two Due Next Class (please choose one):

1. What does the film “Understanding Race” say about “difference”? That is, what does the film say about how we should think about difference?

2. (a) What does the film say “race” is?  
   (b) What does the film say “race” is not?

3. In the film, there is a short segment about stereotypes and stereotyping. What is said in this segment about what stereotypes are? What explanation is given for why stereotypes become part of our way of thinking?

4. What common views about “race” does the film seek to challenge or undermine?

5. What did you found most surprising in the film. Did it question any assumptions you had about “race” and racism or did it affirm what you already believed or knew about the topic?

Recommended Readings:


**Class 3: Tuesday FEBRUARY 9: Background**

WEISSMARK’S LIVE ONLINE LECTURE: “BACKGROUND”
Read Baumeister & Leary’s article on “The Need to Belong”

Response Paper 3 Due Next Class (choose one):

1. Baumeister and colleagues (1995, 2007) claim that the need to belong is a powerful motivational basis for interpersonal behavior, and it is thwarted by social exclusion and rejection. In support of their hypothesis, they list nine criteria and pay close attention to the range of implications of the belongingness hypothesis. However, the authors state that falsification is also a relevant approach to evaluating a broad hypothesis. The belongingness hypothesis could be falsified if it were shown, for instance, that many people could live happy healthy lives in social isolation or that many people show no cognitive or emotional responses to significant changes in their belongingness status. Provide alternative interpretations of the evidence (the empirical findings) to refute the argument that the need to belong is a fundamental motivation. [You can choose either one or two alternative interpretations and elaborate on them or give brief summaries of three or four alternative interpretations. The aim of this response paper is to help sharpen the ability to detect rival explanations.]

2. Briefly, review the support for the need to belong argument, and explain whether you agree with the claim that the need to belong is a fundamental motivation. Relate your personal experiences to the belongingness theory and social media. Did Mark Zuckerberg, the cofounder of Facebook, having studied psychology at Harvard, capitalize on the belongingness needs of students when he launched Facebook? How?

Recommended Readings:


**Class 4: Tuesday FEBRUARY 16: Identity**

WEISSMARK’S LIVE ONLINE LECTURE: “IDENTITY”


**Class 5: Tuesday FEBRUARY 23: Categorizing Others**

WEISSMARK’S LIVE ONLINE LECTURE: “CATEGORIZING OTHERS”


World Health Organization (2002). Nations for Mental Health Final Report


**Class 6: Tuesday MARCH 1: Judging Others**

**MIDTERM EXAMINATION PAPER DUE**

WEISSMARK’S LIVE ONLINE LECTURE: “JUDGING OTHERS”

Film: *Dialogue on Race*


--- DIVERSITY AT THE INTERPERSONAL LEVEL ---

**Class 7: Tuesday MARCH 8: Diversity and Dating**

WEISSMARK’S LIVE ONLINE LECTURE: “DIVERSITY AND DATING”

Films: *Studies of Interracial Romance on America’s campuses:*
   1. Dartmouth University, 1993
   2. Northwestern University, 2006


NO CLASS: Tuesday MARCH 15: SPRING BREAK

Class 8: Tuesday MARCH 22: Diversity and Intergroup Behavior

WEISSMARK’S LIVE ONLINE LECTURE “DIVERSITY AND INTERGROUP BEHAVIOR”


Class 9: Tuesday MARCH 29: Diversity and Intergroup Bias

RI’S ONLINE LECTURE: “DIVERSITY AND CLINICAL PRACTICE”
WEISSMARK’S LIVE ONLINE LECTURE: “DIVERSITY AND INTERGROUP BIAS” (tentative)


Class 10: Tuesday APRIL 5: Diversity and Social Justice

RI’S ONLINE LECTURE: “DIVERSITY AND CLINICAL PRACTICE” (finish)

Response Paper 4 Due Next Class (choose one):

1. What do you think is the main theme of the films “Seeing the Other Side” and “Coming to the Table”?
2. How do you feel about the themes?
3. After viewing the films “Seeing the Other Side” and “Coming to the Table” how do you feel your group /collective identity influences how you see an historic unjust event that is related to your group or collective identity (for example, 9/11/, slavery, and so forth).

4. Do you think that transmitting memories about an unjust event has an impact on the next generation?

5. What is your view on transmitting resentment about an unjust event to the next generation?

6. How important do you think it is for future generations to “heal the wounds of the past”?

Watch the Films (BOTH parts 1 and 2 of each film):

1. “Coming to the Table” (Part 1 and Part 2 total time approx. 15 minutes)
   https://www.youtube.com/watch?v=NRB--qC7Zeo
   https://youtu.be/IdQnNWftZM

2. “Seeing the Other Side” (Part 1 and Part 2 total time approx. 19 minutes)
   https://www.youtube.com/watch?v=5jUlHxPxxLw
   https://youtu.be/ZdQ88rD8bhk

Recommended Reading:


Read the Guardian, the Chicago Tribune, and the Harvard Gazette newspaper articles: “Do they feel our pain?” ‘Generational Healing,’ and ‘Healing the Pain.’

--- DIVERSITY AT THE INTERNATIONAL LEVEL ---

Class 11: Tuesday APRIL 12: Diversity and Study of Injustice

WEISSMARK’S LIVE ONLINE LECTURE: “DIVERSITY AND SOCIAL JUSTICE”

Watch the two films:

1. “The Past Between Them” (total time approximately 15 minutes)
   https://www.youtube.com/watch?v=2m_iV0wAinQ

2. Journey to Understanding (Part 1 and Part 2 total time approximately 15 minutes)
https://www.youtube.com/watch?v=rbcjajTP6Ug
https://youtu.be/IcWeuffEszyo

Recommended Readings:


Class 12: Tuesday April 19: Diversity and Mental Health

WEISSMARK’S LIVE ONLINE LECTURE: “DIVERSITY AND SOCIAL JUSTICE” (Finish)

WATCH THE ON LINE FILM via Christiane Amanpour ‘My Neighbourhood’ about the nonviolent struggle in the heart of the world’s most contested city: http://www.justvision.org/myneighbourhood/watch

Recommended Readings:


Class 13: Tuesday APRIL 26

WEISSMARK’S LIVE ONLINE LECTURE: “DIVERSITY AND STUDY OF INJUSTICE” (Finish)

ALL STUDENT PRESENTATIONS COMPLETED

Class 14: Tuesday May 3

WATCH THE FILM IN CLASS Beyond our Differences directed by Peter Bisanz (1 hr, 13 min): http://www.pbs.org/moyers/journal/12262008/profile.html

FINAL EXAMS DUE TUESDAY, MAY 10

Course Wrap-Up

Additional Readings


This syllabus is subject to change. Any changes will be announced online and by email.

Additional Syllabus Items:

The Harvard Extension School is committed to providing an accessible academic community. The Accessibility Office offers a variety of accommodations and services to students with documented disabilities. Please visit [www.extension.harvard.edu/resources-policies/resources/disability-services-accessibility](http://www.extension.harvard.edu/resources-policies/resources/disability-services-accessibility) for more information.

You are responsible for understanding Harvard Extension School policies on academic integrity ([www.extension.harvard.edu/resources-policies/student-conduct/academic-integrity](http://www.extension.harvard.edu/resources-policies/student-conduct/academic-integrity)) and how to use sources responsibly. Not knowing the rules, misunderstanding the rules, running out of time, submitting the wrong draft, or being overwhelmed with multiple demands are not acceptable excuses. There are no excuses for failure to uphold academic integrity. To support your learning about academic citation rules, please visit the Harvard Extension School Tips to Avoid Plagiarism ([www.extension.harvard.edu/resources-policies/resources/tips-avoid-plagiarism](http://www.extension.harvard.edu/resources-policies/resources/tips-avoid-plagiarism)), where you'll find links to the Harvard Guide to Using Sources and two free online 15-minute tutorials to test your knowledge of academic citation policy. The tutorials are anonymous open-learning tools.