

Special Topics: Intergroup Emotion & Social Change (PSY 4V90)

Class meeting times: Tuesdays, 10:00am - 12:45pm

Class location: JO.4112

Instructor: Salena Brody, Ph.D.

Email: salena.brody@utdallas.edu

Office: GR4.818

Office hours: Mondays 11:30 - 12:30 & by appointment ***I AM HAPPY TO MEET WITH YOU!***

PSY 4V90.001 - The purpose of this course is to examine how conflict between groups is created and maintained. We will consider social psychological perspectives on social identity theory and a number of group-level emotions including guilt, shame, anxiety, anger, fear, & sadness. In addition, research on collective action, including protest, will be covered. Students in the course will gain knowledge about how intergroup emotion theory can help us understand present day and historical conflict between groups in the United States, including the civil rights movement, Black Lives Matter, and the Me Too movement. Prerequisite: [PSY 2301](#). (3-0) Y

Learning outcomes:

PLO 2. **Demonstrate scientific inquiry and critical thinking:** Employ critical thinking to evaluate bodies of scientific literature in psychology and popular media in order to construct an argument.

PLO 3. **Develop ethical and social responsibility:** Apply major theories and psychological concepts to explain and inform social issues, organizational issues, and/or public policy.

PLO 4. **Demonstrate effective communication:** Demonstrate effective writing and oral skills in communicating information related to the scientific study of psychology and its application.

Evaluation criteria:

Assignment	Points	Learning outcome
Thought papers 12 x 20 points each	240 points	PLO2, PLO4
NYT current event summaries 12 x 4 points each	48 points	PLO2, PLO4
Labs 13 x 10 points each	130 points	PLO2
Book review presentation	230 points	PLO2, PLO4
Social movement individual project	352 points	PLO2, PLO3, PLO4
	TOTAL = 1000 points	

Required texts:

(1) Intergroup relations : the role of motivation and emotion / edited by Sabine Otten, Kai Sassenberg and Thomas Kessler.

Series: Psychology Press Festschrift Series

Hardcover: 336 pages

Publisher: Psychology Press; 1 edition (August 4, 2009)

Language: English

ISBN-10: 1841697052

ISBN-13: 978-1841697055

*abbreviated to **IGR** in course schedule / ebook, rental, or hardcover all okay!

(2) New York Times student subscription

*abbreviated to **NYT** in course schedule / you can read the current day's news online for free

(3) A More Beautiful and Terrible History: The Uses and Misuses of Civil Rights History by Jeanne Theoharis

ISBN-10: 0807075876

ISBN-13: 978-0807075876

*abbreviated to **AMBATH** in course schedule / hardcover recommended

(4) You will also be choosing a book for the assigned book review. You can either purchase or check your local library for the book you choose.

SCHEDULE OF READINGS & ASSIGNMENTS

Date	Topic	Read what's in this column before that day's class	Do: Note: Thought papers due MONDAYS @ 5pm on eLearning
8/21 Class #1	Course overview Why Emotion Matters "The Uses of Anger" In class lab #1		*Read upcoming readings * Write thought paper #1 (thought papers should address readings for the next class) DUE: Monday, 8/27, 5pm, eLearning *Print relevant NYT current event and write 1 paragraph summary #1 to discuss // hard copy article and summary DUE beginning of class 8/28 *PLAN AHEAD... AMBATH should be read by 9/4 so start reading!
8/28 Class #2	Intersectionality Student-led roundtable In class lab #2	eLearning Content Module "Intersectionality"	*Write Thought Paper #2 on AMBATH DUE TUESDAY, 9/4, 8am **note extra time due to Monday holiday** *NYT article and summary #2 DUE beginning of class 9/4
9/4 Class #3	History & Emotion Student-led roundtable In class lab #3 Intro to Social Identity Theory (SIT)	*A More Beautiful and Terrible History BOOK (AMBATH): The Uses and Misuses of Civil Rights History	*Come to class on 9/11 with finalists for your book review and ideas for project

			*No NYT summary due on 9/11
9/11 Class #4	Documentary day & quick individual conferences		*Write Thought Paper #3 DUE MONDAY, 9/17, 5pm *NYT article and summary #3 DUE beginning of class 9/18
Schedule additional meeting between 9/18 - 9/25 with Dr. Brody to firm up individual project plan and book review choice			
9/18 Class #4	Emotions at the Group Level Intergroup Emotion Theory (IET) Student-led roundtable In class lab #4	*eLearning Content Module "Emotions at the Group level"	*Write Thought Paper #4 DUE MONDAY, 9/24, 5pm *NYT article and summary #4 DUE beginning of class 9/25
9/25 Class #5	Optimal distinctiveness, identities and trust Student-led roundtable In class lab #5	*IGR, Ch. 1 *eLearning Content Module "Distinctiveness, identities and trust"	*Write Thought Paper #5 DUE MONDAY, 10/1, 5pm *NYT article and summary #5 DUE beginning of class 10/2
10/2 Class #6	Social exclusion Student-led roundtable In class lab #6	*IGR, Ch. 7 *eLearning Content Module "Social exclusion"	*Write Thought Paper #6 DUE MONDAY, 10/8, 5pm *NYT article and summary #6 DUE beginning of class 10/9 *PLAN AHEAD... book review presentations will be in class on 10/16
10/9 Class #7	Emotions and aggression Student-led roundtable In class lab #7	*IGR, Ch. 9	*Write Thought Paper #7 DUE MONDAY, 10/15, 5pm

		*eLearning Content Module “Emotions and aggression”	* NYT article and summary #7 DUE beginning of class 10/16 *Prepare Book review presentation for class 10/16
10/16 Class #8	Perpetrator and victim responses to transgressions BOOK REVIEW PRESENTATIONS Student-led roundtable In class lab #8	*IGR, Ch. 10 *eLearning Content Module “Perpetrator and victim responses to transgressions”	*Write Thought Paper #8 DUE MONDAY, 10/22, 5pm * NYT article and summary #8 DUE beginning of class 10/23
10/23 Class #9	Hierarchy-based groups Student-led roundtable In class lab #9	*IGR, Ch. 11 *eLearning Content Module “Hierarchy-based groups”	*Write Thought Paper #9 DUE MONDAY, 10/29, 5pm * NYT article and summary #9 DUE beginning of class 10/30
10/30 Class #10	Collective identity and action Student-led roundtable In class lab #10	*IGR, Ch. 12 *eLearning Content Module “Collective identity and action”	*Write Thought Paper #10 DUE MONDAY, 11/5, 5pm * NYT article and summary #10 DUE beginning of class 11/6
11/6 Class #11	Psychological processes accompanying social change Student-led roundtable In class lab #11	*IGR, Ch. 13 *eLearning Content Module “Psychological processes accompanying social change”	*Write Thought Paper #11 DUE MONDAY, 11/12, 5pm * NYT article and summary #11 DUE beginning of class 11/13
11/13 Class #12	Cross-group contact effects Student-led roundtable In class lab #12	*IGR, Ch. 14 *eLearning Content Module “Cross-group contact effects”	*Write Thought Paper #12 DUE MONDAY, 11/26, 5pm * NYT article and summary #12 DUE

			beginning of class 11/27
No class 11/20			
11/27 Class #13	Interventions enhancing intergroup tolerance Student-led roundtable In class lab #13	*IGR, Ch. 15 *eLearning Content Module "Interventions enhancing intergroup tolerance"	Prepare for project presentations
12/4 Class #14	Last day of class INDIVIDUAL PROJECT PRESENTATIONS		

Participation in this class will enrich your educational experience. My goal for you is to deeply engage with course concepts and to have a role in directing the direction of this course. You will see that this seminar involves student-led roundtable discussions and discussions of current events. This class involves collaborative work, participating in interactive exercises, making presentations, being an active listener, and contributing to class discussions. Reading the required text is essential to your success in the course. Be prepared to be called upon to discuss the assigned reading and share your point of view.

Civility: During class, a positive attitude is expected. Disrespect directed at anyone in our classroom community will not be tolerated. Please avoid distracting behaviors (excessive or loud chatting, loud/smelly eating, using phones for talking or texting, arriving late or leaving early). Let's aim for being our best selves during the time we have together.

Thought papers (12 papers x 20 points each): In preparation for each week's class, you will prepare a 1 page, single-spaced thought paper that addresses a jumping off point for the day's discussion. THIS IS NOT A SUMMARY OF THE READINGS! It may be that one sentence, thought, or example in one of the assigned readings made you think/question/disagree/wonder. Take that kernel of a thought and use the thought paper space to work it out. No fluffy introduction sentence like "The authors discuss many important points...."! The thought paper is a space to get involved with the ideas and make connections. You may write in first person, but please use APA parenthetical citations when you reference course readings. You will turn in your thought papers on eLearning the Monday evening before class. I will read these thought papers before class and may share portions of papers with the class. Thought papers will be evaluated on depth of thought, clarity, and engagement with the readings. You will not receive full credit if your thought paper is simply a summary of the course readings.

NYT current event summaries (12 summaries x 4 points each): In preparation for each week's class, you are expected to stay current on the news. Read with an eye for groups in conflict, social movements, protest, and collective action. Print the article (should be dated no older than 6 days) and staple a one paragraph summary to the front. On your summary, please provide your name, the date, and refer to the syllabus to label the summary number (e.g. NYT Summary #1 is the first one!). I will collect and mark each summary at the beginning of each class. If you know you will be late to class for some reason, please drop off your summary to my office anytime before Tuesday @ 9:30am if you want to avoid a loss of credit. If you are late to class, I won't accept your summary.

Labs (13 labs x 10 points each): You will complete 13 in class labs. In class lab assignments are only released during class and may only be turned in during class time. You will complete labs on the handout provided in class. If you miss a lab, you are encouraged to complete it on your own, but it will not be accepted for a grade. Labs are designed to help you dig deeper into a particular lecture topic and discuss these issues with your peers. Labs are evaluated on a completion basis. If you leave class early before labs are completed and discussed, you will not receive full lab credit.

Book review presentation (1 presentation x 230 points): This course on intergroup emotion and social change is deeply rooted in the real world experiences of various groups. To provide context for the concepts we will cover, you will work with me to select a book that explores intergroup emotion from a first person account.

Examples of books that would work (you are not limited to this list -- follow your own interest!):

Between the World and Me by Ta-Nehisi Coates

Eloquent Rage by Brittany Cooper

When They Call You a Terrorist: A Black Lives Matter Memoir by Asha Bandele and Patrisse Cullors

You will receive more detailed information on what is expected for your book review presentation in class.

Social movement individual project (1 project x 352 points): You will work with me to design an individual project related to the social movement of your choice. The project will require you to apply course concepts to a social movement and prepare a teaching demo designed for a high school audience so that they better understand how and why social movements happen. You will deliver this presentation on the last day of class.

Policy on missing class and late papers:

The highest grade possible for late thought papers (turned in at the beginning of the next day's class) will be half credit. Please bring a hard copy of your paper to class if you are turning it in for half credit. Please avoid late work if at all possible -- I am tailoring each class towards what

students write about in their thought papers. I will not accept thought papers beyond the unit we are covering.

- ★ No late submissions for NYT summaries (due at beginning of class -- hard copies, stapled).
- ★ No late in class labs. If you miss a class, you will miss that day's in class lab which cannot be made up.
- ★ You must be in class for the scheduled presentation days (10/16 & 12/4).

In extenuating circumstances, such as a death in the family or a traumatic life event, extensions will be granted, but ONLY if arranged in advance. Please communicate with me so that we can work out a path for you to not fall behind in the course.

"My printer broke at the last minute" or "My internet went out" will never be a valid excuse for why an assignment is late. PLAN AHEAD and have your assignment done early enough so you have time to handle technical problems. If you choose to wait until the 11th hour to prepare/print an assignment, you must accept the consequences if you miss the deadline/ the submission tool is locked / or you are late to class and the assignment is not accepted. Please do not wait until the last minute to attempt your submission. I cannot accept emailed submissions -- please don't email me your assignment. If you fail to turn in an assignment, a grade of ZERO will be assigned.

Policy on attendance and tardiness: Coming to class is expected and required. There is no reason to enroll in this seminar if you plan to skip class! Each unit builds on prior knowledge and we are accountable to each other as a class community. Coming to class late distracts other students from learning and is a sign of disrespect to your professor and your peers. Arriving late sends a signal that YOUR time is more valuable than others' time. If you cannot consistently make it to class on time because of work or other commitments, please consider taking this class another semester when you can commit to arriving on time. Current event summaries are due at the BEGINNING of class, so showing up late will also mean that your assignment will not be accepted.

Policy on cell phones, text messaging & wireless computing: Class time is for learning. Barring an emergency, using cell phones for any reason (talking or text messaging) during class time is inappropriate and disrespectful. Cell phones should be turned off or turned to silent mode during class. If a student uses a cell phone during class, the professor may ask the student to turn over the phone for the remainder of class time or leave. Please do not use computers during the first half of class time out of respect to your classmates. Topics discussed in this class are often sensitive and attention to devices often communicates to others that they are not worthy of your full attention. **People who are speaking should be given our full attention.** If this policy is not something you can adhere to, this course may not be a good fit for you.

Policy on audio or video recording: Absolutely NO audio or video recording is permitted during class. This includes photos of course slides taken without permission of the instructor. I value students' freedom to openly and candidly discuss sensitive topics and this necessitates that students feel comfortable to share, ask questions of others, stumble, re-think, misstep, and learn without fear that they are "on the record." Please see me if you require special accommodations and a notetaker can be arranged.

Policy on academic honesty: No form of academic dishonesty will be tolerated. This includes plagiarizing scholarly works, re-using work you have written in another course and copying text from internet sources without proper documentation of the author. The consequences of academic dishonesty can be severe, ranging from failing an assignment to failing the class to being on academic probation. NO EXCUSES! You will need to follow UTD standards for all written work in this class. If you are unclear about the line between paraphrasing other's work and plagiarism, please ask me for clarification! I am more than happy to review your work before a deadline. Please see official policy and examples of plagiarism at: <http://www.utdallas.edu/student/slfe/scholastic.html>

FINAL LETTER GRADE DETERMINATIONS ARE BASED ON THE FOLLOWING: (based on 1000 point scale)

Letter grade	Minimum	Maximum
A+	970	1000+
A	940	969
A-	900	939
B+	870	899
B	840	869
B-	800	839
C+	770	799
C	740	769
C-	695	739
D+	670	694
D	640	669
D-	600	639
F	0	599

A note on final course grades and “bump up” requests: Please note that that above determinations are firm. PLEASE do not put me in an uncomfortable position at the end of the semester by asking for a “few extra points” to bump you to the next grade so that you can graduate with honors, pass, maintain your GPA, or avoid losing your academic scholarship (all real requests I have received). I simply cannot in good faith honor these one-off requests and I appreciate you for understanding my responsibility as a UTD instructor. The best way to achieve the grade you desire is to work hard and work smart. I am very happy to assist students by meeting with you in person to discuss work before due dates (plan ahead to schedule a time!).

Please go to the following link for UT Dallas policies: <http://go.utdallas.edu/syllabus-policies>