

**CAAS 327/PSY 315: Psychological Aspects of Black Experience  
Race and Social Identity**

Fall, 2000

T, Th, 10:00 - 11:30

245 Dennison

Instructor: Elizabeth R. Cole, Ph.D.

Offices: CAAS, 200 B West Hall, 615-4338

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Office Hours:

11:30 – 12:30 p.m. on Tuesdays in CAAS

12 – 1 p.m. on Thursdays in Women's Studies  
or by appointment.

**Overview:**

This course takes an interdisciplinary look at the psychological, social, and political factors shaping contemporary racial identity among African Americans and Whites. In the first half of the semester, we will survey the history of the concept of "race" in America, and learn how racial/ethnic identity has been understood by psychologists. In the second half of the course will focus in depth on African American and White racial identity, and we will discuss strategies for improving relations between these groups. This course has four objectives:

1. To understand the ways that psychologists conceptualize, measure and empirically research complex issues of racial identity.
2. To understand both the diversity and commonalities that exist within racial groups.
3. To learn to connect personal experience with more systematic methods of inquiry, or ways of knowing.
4. To connect a psychological understanding of identity to ongoing political and social concerns in the United States.

**Required Readings** are available in a cousepack at Excel, 1117 South University, 996-1500.

**Requirements:** We will approach learning as a collaborative enterprise, grounded in personal responsibility. Each student is expected to take responsibility for his or her own education by completing readings before class meetings, and for the education of his or her classmates by actively participating in group discussions and presentations.

Your final grade will be based on the following:

*Two in class exams:* There will be two exams. Each exam will include multiple choice and short answer questions. Each is worth 30% of your final grade

*Experiential assignment:* An important way for us to learn about social identity and intergroup relations is by reflecting on our own observations and experiences. This assignment will give you the chance to talk with others about their experiences as members of different social groups, and to consider the ways in which their experiences and your own can be understood in terms of the course material. Choices for the assignment will be handed out during the second week of class. Your paper should be 6-7 typed, double-spaced pages, and is worth 25% of your final grade.

*Discussion Facilitation:* Responsibility for developing discussion questions and helping to facilitate discussion will rotate among the class members. On the days that you are responsible for facilitation, you are expected to write 1 - 1.5 typed (double spaced) pages responding to the key ideas in the reading and several questions for discussion. The class will be divided into three groups (I, II and III) and you will facilitate discussion on the days marked on the syllabus for your group. Each group has six opportunities to write – you must complete five reaction papers. (Each is worth 3% of the final grade x 5 facilitation sessions = 15%). You may turn these in to me either in my Lane Hall mailbox or via e-mail by 4:30 p.m. the weekday before the class meeting for which they are assigned. These papers will not be accepted if turned in late. Note that all students need to complete all readings; however, the students who facilitate the discussion will be especially prepared to help keep the discussion focused.

## Schedule of Topics and Readings

You should complete the assigned reading before class on the date indicated.

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Sept 7 Th	<b>Introduction to the Course</b>
Sept 12 T	<b>Talking about race</b> Tatum, B.D. (1997) " <u>Why are all the Black kids sitting together in the cafeteria?</u> " and other <u>conversations about race</u> . Basic Books: New York. Chapter 10: Embracing a cross-racial dialogue, pp. 193-206.
Sept 14 Th I	<b>What is Race?</b> Film: Evolution and Human Equality Smedley, A. (1993). <u>Race in North America: Origin and evolution of a world view</u> . Boulder, CO: Westview. Chapter 2: The Etymology of the term "Race" pp. 36-40.
Sept 19 T II	Cartmill, M. (1999). The status of the race concept in physical anthropology. <u>American Anthropologist</u> , 100, 651-660. Jones, J. (1997) <u>Prejudice and Racism, 2nd ed.</u> New York: McGraw Hill. ("What is race?" pp. 341-356).
Sept 21 Th III	Wright, L. (1994). One drop of blood. <u>The New Yorker</u> , July 25, pp. 46 - 55. Spickard, P. R. (1992) The illogic of American racial categories. In M.M.P. Root (ed.) <u>Racially mixed people in America</u> (pp. 12-23). Boulder, CO: Westview.
Sept 26 T I	<b>How do children learn about race?</b> Aboud, F. (1988). <u>Children and prejudice</u> . Oxford, England: Basil Blackwell. Chapter 4: The development of ethnic awareness and identification, pp. 45-58. Holmes, R. (1995). <u>How young children perceive race</u> . Thousand Oaks, CA: Sage. Chapter 5: Conceptions of self, pp. 47-65.
Sept 28 Th II	Powell-Hopson, D. & Hopson, D. S. (1992). Implications of doll color preference among Black preschool children and White preschool children (pp.183-189). In A.K.H. Burlew, et. al., <u>African American Psychology</u> . Newbury Park, CA: Sage. Jackson, J., McCullough, W.R. & Gurin, G. (1988). Family, socialization environment and identity development in Black Americans. In H.P. McAdoo (ed.) <u>Black Families, 2nd Edition</u> . Newbury Park, CA: Sage, 242-256.
Oct 3 T III	<b>Psychological approaches to understanding race and racism</b> <i>1. Social Categorization</i> Film: A Class Divided Jones, J. (1997) <u>Prejudice and Racism, 2nd ed.</u> New York: McGraw Hill. (pp. 205-224).
Oct 5 Th I	<i>2. Stigma</i> Williams, G. H. (1995). <u>Life on the color line: The true story of a White boy who discovered he was Black</u> . New York: Penguin. Chapter 5: Learning how to be Niggers, pp. 43-58. Goffman, E. (1963). <u>Stigma: Notes on the management of spoiled identity</u> . New York: Simon and Schuster. Chapter 1: Stigma and social identity, pp. 1-40.

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Oct 10 T II	<p>Steele, C. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. <u>American Psychologist</u>, 52, 613-629.</p> <p>Steele, S. (1990). The recomposed self. In <u>The Content of Our Character</u> (57-76). New York: St. Martin's.</p>
Oct 12 Th III	<p><b>Racial and Ethnic Identity</b></p> <p>Walker, A. (1973). Everyday use. In <u>In Love and Trouble</u>. San Diego: Harcourt Brace Jovanovich, pp. 47 - 59.</p> <p>Williams, P. J. (1991). <u>The alchemy of race and rights: Diary of a law professor</u>. Cambridge, MA: Harvard University Press. Chapter 3: The death of the profane. pp. 44-51.</p> <p>Tatum, B.D. (1997). <u>Why are all the Black kids sitting together in the cafeteria? And other conversations about race</u>. New York: Basic Books. (pp. 18-28).</p>
Oct 17 T	<p><b>African Americans</b></p> <p>Film: Black is, Black Ain't</p> <p>DuBois, W.E.B. (1903/1996). The Souls of Black Folk. In J. Arthur &amp; A. Shapiro (Eds.) <u>Color, Class, Identity</u> (pp. 163-168). Boulder, CO: Westview.</p> <p>Young, A.H. (1993) Toward an understanding of African American ethnicity. In L.A. Castnell, Jr. &amp; W.F. Pinar (Eds.) <u>Understanding Curriculum as Racial Text</u> (pp. 209-222). Albany, NY: State University of New York Press.</p>
Oct 19 Th I	<p><i>Identity Models</i></p> <p>Cross, W., Parham, T.A. &amp; Helms, J.E. (1991). The Stages of Black identity development: Nigrescence models. In R.L. Jones (ed.) <u>Black Psychology</u>, 3rd Edition. Berkeley: Cobb and Henry.</p>
Oct 24 T II	<p>Sellers, R.M., Smith, M.A., Shelton, N., Rowley, S.A.J., &amp; Chavous, T. M. (1998). Multidimensional model of racial identity: A reconceptualization of African American Racial Identity. <u>Personality and Social Psychology Review</u>, 2, 18-39.</p>
Oct 26 Th	<p><b>Review for First Exam</b></p>
Oct 31 T	<p><b>First Exam</b></p>
Nov 2 Th III	<p><i>Contexts of Blackness</i></p> <p>1. <i>The Continuing Significance of Racism</i></p> <p>Feagin, J.R. (1992). The continuing significance of racism: discrimination against Black students in White colleges. <u>Journal of Black Studies</u>, 22, 546-578.</p> <p>Fordham, S. (1988). Racelessness as a factor in Black students' school success: Pragmatic strategy or pyrrhic victory? <u>Harvard Educational Review</u>, 58, 54-84.</p>
Nov 7 T	<p>2. <i>Skin Color</i></p> <p>Film: A Question of Color</p> <p>Russell, K, Wilson, M. &amp; Hall, R. (1992). <u>The Color Complex: The Politics of Skin Color Among African Americans</u>. New York: Doubleday. Chapter 4: Black identity: shades of beauty and pride, pp. 62-80.</p>

Nov 9 Th I	<p>3. <i>Black Immigrants</i></p> <p>Waters, M.C. (1999). <u>Black identities: West Indian immigrant dreams and American realities</u>. Russell Sage Foundation: New York. Chapter 3: Racial and Ethnic Identity Choices.</p> <p>Ojito, M. (2000, June 5). Best of friends, worlds apart. <u>The New York Times</u>.</p>
Nov 14 T II	<p><b>White Americans</b></p> <p>McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. <u>Peace and Freedom</u>, July/August, 10-12.</p> <p><b>Experiential Assignment due</b></p> <p>Williams, P.J. (1998). The ethnic scarring of American Whiteness. In W. Lubiano (Ed.) <u>The house that race built</u> (pp. 253-263). New York: Vintage Books.</p>
Nov 16 Th III	<p><i>Identity Models</i></p> <p>Tatum, B.D. (1994). Teaching White students about racism: The search for White allies and the restoration of hope. <u>Teacher's College Record</u>, 95, 462-476.</p>
Nov 21 T I	<p><i>Contexts of Whiteness</i></p> <p>Fine, M. (1997). Witnessing Whiteness. In M. Fine, L. Weis, L. Powell &amp; L.M. Wong (Eds.), <u>Off-White: Readings on race, power and society</u> (pp. 57-65). New York: Routledge.</p> <p>Weis, L., Proweller, A. &amp; Centrie, C. (1997). Re-examining "A moment in history": Loss of privilege inside White working-class masculinity in the 1990s. In M. Fine, et al., <u>Off-White</u> (pp. 210-226). New York: Routledge.</p>
Nov 28 T	<p><b>Relations between Groups</b></p> <p>Film: The Color of Fear</p> <p>Powell, L.C. (1997). The achievement (k)not: Whiteness and Black "underachievement". In M. Fine, et al., <u>Off-White</u> (pp. 3-12). New York: Routledge.</p>
Nov 30 Th II	<p>Bowen, W.G., Bok, D.C. (199x). <u>The Shape of the River</u>. Princeton University Press. Chapter 8. Diversity: Perceptions and Realities??</p>
Dec 5 T III	<p><b>Making a difference</b></p> <p>Hooks, b. (1997). <u>Killing rage: Ending racism</u>. Henry Holt: New York. Beloved Community: A World without Racism, pp. 263-272.</p> <p>Stewart, A.J. (1999). "I've got to try to make a difference": White women in the civil rights movement. In M. Romero and A. J. Stewart (Eds.) <u>Women's untold stories</u> (pp. 195-211). New York: Routledge.</p> <p>Cole, E. R. (1994). A struggle that continues: Black women, community and resistance. In C. E. Franz &amp; A. J. Stewart (Eds.), <u>Women creating lives: Identities, resilience and resistance</u> (pp. 309-323). Boulder, CO: Westview.</p>
Dec 7 Th	<p><b>Wrap up and review: What have we learned?</b></p>
Dec 12 T	<p><b>Second Exam</b></p>