###  Psychology 310 The Psychological Focus. Racial Discovery Group.Francis Marion University Spring Semester 2020

**Instructor:** William P. Wattles, Ph.D. **Office:** CEMC 109G **Phone:** (843) 661-1639
**Class meets**: Friday 1:30-2:30 and EITHER Monday 1:30-3:00 or Wednesday 1:30-3:00
**Office Hours:** 9:00-10:30 Monday-Friday
**E-mail:** wwattles@fmarion.edu      **Web page:** [http://people.fmarion.edu/wWattles/psy310](file:///%5C%5Cfilesrv2.fmarion.edu%5CWWattles.www%5CPsy310%5Cindex.htm)

**Required readings:**

*The Bridge to Brilliance,* Lopez, Nadia

*The Other Wes Moore*, Moore, W.

*Devil in the Grove: Thurgood Marshall, the Groveland Boys, and the Dawn of a New America*, King, G.
 **Class Goals:** The class seeks to help students enrich their lives by  recognizing any racial biases they may have and working to expand their world view. Psychological science has a lot to say about why unfounded prejudices persist. We will use group processes, classroom lectures and evidence-based interventions to uncover attitudes that many are not aware they have. Recognizing and moving beyond outmoded beliefs should make students who complete this class more successful in their careers and as citizens in an increasingly diverse world. One goal is to discuss the concept of Microaggressions and how that impacts minority members. At the same time issues around Political Correctness may cause majority groups to be hesitant to have dialogue about race.

This class consists of two parts:
1. a weekly group that involves a confidential discussion of personal feelings and experiences related to race in America today. The group will consist of African-American and Caucasians with the same people meeting each week to develop trust and familiarity. This will allow for a frank discussion not normally available on the sensitive subject of race. The goal is to help both African-American and Caucasian students improve their understanding of racial issues as seen by those in the “other” group. The experience is not a debate but an attempt to empathize thus reducing misconceptions and bias.

2. The other meeting of class will consist of lectures on  race and on psychological research relating to implicit biases. In addition students will each make a presentation on an aspect of the racial divide that is of interest to them. The lectures and presentations will be independent of the confidential groups but will provide material for the group.

 **Grades**:

Group attendance and participation 40%
Bi-weekly reaction papers (at least 700 words each) 40%
Quizzes 10%
Final Exam or Paper 10%

 Group attendance and participation grading:

Attendance 1 point per group, Participation (took part and was appropriate) 1 point per group.

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| Number of groups attended  | Group attendance and participation grade  |
| 14  | 100%  |
| 13  | 93%  |
| 12  | 86%  |
| 11  | 79%  |
| 10  | 71%  |

Grading for Psy310 papers. Grading is difficult in this class but we have to do it so these are the standards I will use:
80% is about content, your reaction to the group, class and class material
10% grammar and spelling. With access to spellcheck and grammar check you can score high here
5% On-time
5% Minimum 700 words.

**Attendance policy:** The FMU catalog states: "It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled." **Students missing more than six (6) classes (excused or unexcused) will be dropped from the class with a grade of W-P or W-F.** Students arriving late will be considered absent unless they provide a written excuse with the date of the tardy arrival. Regardless of excuses, three late arrivals will count as one absence. .

**Written assignments**: Bi-weekly reaction papers form 40% of the grade. Papers should be about you: about your reaction to the class lectures, discussions, Facebook page and the books that we read. Sometimes you can get in touch with your reactions by looking for emotion. Does something we discuss or read about make you happy, angry, sad? Do you learn new things that surprise you. Do you like the class/group and how it is going. What do you like about it. What is it like to be in such an intimate group. Do you feel comfortable do you like the other members? Papers should be more than 2 pages to get full credit each two weeks. Short papers will earn less credit. Two pages works out to about 700 words.

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| Week | Week Begins  | Paper Assignment | Reading |   Pages |
| 1 | 1/13 |   | The Other Wes Moore |   1-62 |
| 2 | 1/20 | Paper1   | The Other Wes Moore |   63-107 |
| 3 | 1/27 |   | The Other Wes Moore |   108-183 |
| 4 | 2/3 | Paper2    | Devil in the Grove |   1-57 |
| 5 | 2/10 |   | Devil in the Grove |   58-112 |
| 6 | 2/17 | Paper3  | Devil in the Grove |   113-176 |
| 7 | 2/24 |   | Devil in the Grove | 178-239 |
| 8 | 3/2 | Paper4    | Devil in the Grove |   240-302 |
| 9 | 3/9 |   | Devil in the Grove | 303-361 |
| 10 | 3/16 | Paper5  |  |  |
| 11 | 3/23 |   | The Bridge to Brilliance  | 1-56 |
| 12 | 3/30 | Paper6  | The Bridge to Brilliance  | 57-107 |
| 13 | 4/6 |   | The Bridge to Brilliance  | 108-152 |
| 14 | 4/13 |  Paper7  | The Bridge to Brilliance  | 153-205 |
| 15 | 4/20 |   | The Bridge to Brilliance  | 206-264 |