

## GENERAL EDUCATION COURSE ENHANCEMENT GRANT COMPETITION

### Guidelines:

The text of your proposal should be no more than three (3) pages (in 12 point font with 1 inch margins)\*. Please answer all questions as thoroughly as possible within that limit. You may email Karen McDermott at [geoc@uconn.edu](mailto:geoc@uconn.edu) with any technical questions. For pedagogical questions, contact Manuela Wagner at [manuela.wagner@uconn.edu](mailto:manuela.wagner@uconn.edu).

\*Excluding questions. Text of proposal with questions left in should be no more than five (5) pages.

This proposal and budget are due no later than midnight on December 4, 2020. An electronic copy of the proposal should be sent to [GEOC@uconn.edu](mailto:GEOC@uconn.edu) with the Subject Line “Provost’s General Education Course Enhancement Grant.”

Email statements of support from department heads or directors must be received before the proposal will be considered for funding.

1. **Principal Investigator Name(s) and Academic Title(s)** Professor Felicia Pratto
2. **Email Address(es)** felicia.pratto@uconn.edu
3. Is this a new course or a currently existing course? New
4. List the course title and course number of the proposed/enhanced course and name of the sponsoring department or program. (For new courses that many not have been assigned a number yet, use a proposed title and generic number that indicates the course level: e.g. POLS 2XXX) PSYC 2XXX
5. Describe your project and the work that will be done *during the grant period* on course content, course design, and/or teaching approach. Provide a clear statement of the *objectives* of the project in terms of student learning.

During the grant period, I will prepare the CARs for the course, course approvals, develop assessments and assignments for students, and refine the syllabus.

Learning objectives: Students will learn about the history of racist and anti-racist practice and thought in US history and analyze how psychological science was influenced by and sought to influence such thought in different eras. As a by-product, students will learn that it is not the case that racism is in the past and that anti-racism is the inevitable trend of history (a false thesis many historians of race and social psychologists think the public holds), but that racism is a significant part of US culture and that anti-racist action has to be deliberately taken. Students will also explore links to racism and anti-racism in contemporary practice.

6. How do you intend to evaluate project objectives once the course, as proposed, is offered? Please identify intended *learning outcomes* and *assessment tools*.

Course instruction will enable students to identify a scientific hypothesis, to distinguish

an evaluative judgment about a person or group's moral value from a scientific argument, to analyze whether specific scientific papers promote a racist or an anti-racist agenda regarding their implications for policy or practice, to relate scientific agendas to the social zeitgeist of their times, to recognize historic racist tropes (e.g., "the ascent of man") in contemporary mass or social media, to define racism and anti-racism in ways other than pertaining to attitudes and beliefs an individual holds, to evaluate whether the data in scientific papers support, refute, or modify the hypotheses, to identify relevant contemporary psychological research pertaining to a contemporary race problem of students' choosing.

Although the assessment tools will be developed during the grant period, thus far I have considered the following possibilities. One possible assessment will be critical reaction papers structured by answering questions about the relationship of scientific thinking and socio-cultural racism or anti-racism for particular policies or scientific papers. Another possible assessment is for small groups to deliver a talk or write a website on a contemporary racial issue that analyzes how psychological research pertaining to anti-racism addresses the issue and their recommendations. An open-source at-home mid-term exam would consist of essay questions that would require students to integrate knowledge, develop a thesis, and substantiate a conclusion. Another assignment will be to analyze the functions that stereotype contents may serve for different groups (e.g., a servant posturing as docile might mislead an aristocrat about planned rebellions). A critical essay students compose will argue whether the social positions, including race, of people conducting science changes the outcomes and uses to which science is put in public policy.

7. Describe how the course will fit into UConn's General Education curriculum. (The General Education guidelines can be found at: <http://geoc.uconn.edu/geoc-guidelines/>) How will the course serve the *broad goals of UConn's General Education program* (flexibility in thinking, foundations for learning at UConn and later in life, critical analytical skills, etc.)?  
The contents and requirements of the course will ensure that students develop an awareness of their era and that of previous eras of their society because of its historical focus, will provide practice in critical judgment and moral discernment as students analyze what racism and anti-racism mean in policy, practice, and scientific work, will familiarize them formally with some of the foundational intellectual perspectives of contemporary society, will acquaint them with important work of African-American, European-American, Native American, European, and other psychologists and historians, and will inculcate skills to acquire and use knowledge from a variety of sources.
8. For which *content areas (CA1-4)*, *competencies (W, Q)*, or *literacies (Environmental – E)* will the course be proposed and how will it address the *specific criteria* for courses in these content areas and/or competencies? **[NOTE:** Please review the Gen Ed criteria for your proposed content area(s), competency(ies), or literacy carefully. Most courses will not fulfill more than one or two areas. More content areas/competencies does not necessarily equal a stronger proposal. The GEOC is looking for proposals that demonstrate a significant understanding of the criteria in the Gen Ed category for which

they are proposed.] CA-2 and CA-4

The course addresses CA-2 criteria (numbered) by (1) introducing several social science concepts and theories including social dominance theory, stereotypes and prejudice, stereotype threat, self-esteem, social identity motivations, group positions and others, (2) readings and lectures focused on experimental and survey methods, (3) influences such as the influence of stereotype threat on test performance, the influence of cultural worldviews on legitimizing myths, the influence of legitimizing myths on norms and policies, etc., (4) tools to analyze structural racism and individual racism will include legitimizing myths, the White racial frame (Feagin, 2014), stereotypes, and policy analysis.

The course addresses CA-4 criteria (numbered) by (1) emphasizing that both racist and anti-racist thought and policy admonitions have been present throughout US (and its colonial) history and that one's group's position can color one's perceptions of a variety of social-political issues (Blumer, 1958), (2) teach students what legitimizing myths are and have students analyze how legitimizing myths influence the facts people find important and their meaning, (3) will emphasize similarities across diverse groups in at least two ways: by analyzing how racial stereotypes about men and about women have been used to put them under suspicion, and how intelligence test scores of Southern Whites compared to those of Northern Blacks as a function of education levels, (4) inculcate sensitivity to the primary rights issues and migrations of Blacks regarding rights to education, to freedom of movement, to forced physical enslavement and to economic enslavement post-emancipation, (5) analyzing how an individual or group's political standing influenced the level of power they had to bring about change in racist or anti-racist ways.

9. How will the course *add to and/or enhance existing course offerings*? If applicable, which of the areas targeted by this year's competition does it address? Does the course fill other important gaps? How does it compare to current offerings or pedagogy? What will be distinctive about the course?

The proposed course addresses the 2021 target area of critical analysis of racism and colonialization because the historical background that students will explore will consider how racism has been enacted in normative social and economic practices and how racism and anti-racism have been part of the Enlightenment and other major formative cultural worldviews. Further, slavery, genocide, indentured servitude and taking Native lands were part of the colonial project. The course will address how the formulation of race in US thought also has informed the binary ways that gender and sexual orientation have become socially defined and through certain scientific agendas been defined as abnormal, deviant, or inferior.

There are no courses in Psychological Sciences that address racism and anti-racism or colonialization across the course of US history and across multiple topics in psychology, even at the graduate level. There is a new COGS 2345/AFRA 2345 Language and Racism course that requires students to read original contemporary research articles and use the LICW language-analysis software package. The present course will not address

language so that its content will not overlap with COGS 2345. Other slightly related courses are PSYC 2701 Psychology of Multiculturalism and PSYC 3106/AFRA 3106 Black Psychology, but both of those courses use textbooks as the primary source. They differ substantially from the proposed course in that they address ways of being of contemporary people instead of primarily focusing on history and on racism/anti-racism in psychology's history. PSYC 2700 (Introduction to Social Psychology) and PSYC 2600 Industrial/Organizational psychology may touch briefly upon racism, but are not fundamentally concerned with racism nor with anti-racism. There is a seminar PSYC 3770 Prejudice and Conflict, but none of the readings for that course overlap with the bibliography for the proposed course.

10. Will your course serve as a model to assist others in their efforts to improve the general education curriculum? If so, how? My course demonstrates that it is possible to integrate multiple disciplines to address pressing questions of the day: It employs history to consider change and the present. It examines basic scientific practices from both natural and social science and it considers whether natural and social science are fundamentally different or not. It shows the interrelatedness of multiple disciplines.
11. Is your proposal linked to any others being submitted in this competition? No.
12. Has this course even been submitted for this grant in the past? No.
13. Has this course been funded *by this grant* in the past? No.
14. Has this course or will this course be funded *by any other* non-departmental source, e.g. CETL grant, non-university grants, etc? No.
15. If you answered "Yes" to questions 13 or 14, please explain why the additional changes and funding are needed to further enhance this course. NA
16. Complete the **Budget Form** (found at <http://geoc.uconn.edu/course-development-grant-competition/>) where you will explain how the funds will be used to support the course development activities.
17. Arrange for your *program director/department head* to email a statement of support verifying that s/he will provide resources for offering the course every, or every other, academic year for the duration of five years beginning 2021-2022, if the project is funded and completed. This statement should be emailed to [GEOC@uconn.edu](mailto:GEOC@uconn.edu). (Please see statement template at the bottom of the budget worksheet form.)
18. *For an existing course that you are revising*, attach a sample syllabus with your proposal. Include a short note at the beginning of the syllabus indicating how you anticipate the syllabus may change based on work you will do if the proposal is funded. *For new course proposals*, include either a draft syllabus, a preliminary reading list, a list of possible assessments AND/OR a list of topics the course will cover. We understand that the syllabus or reading list may change significantly once work has begun on the

course if it is funded, but including at least some specifics, however minimal, will help the selection committee envision the course more clearly. Please see draft syllabus on following pages.

**Racism and Anti-Racism in the History of Psychology**  
**Undergraduate Course, Prof. Felicia Pratto**

**Catalog Description:** Racist and anti-racist science in psychology in the context of US history.

**Proposed General Education Competencies:** CA2 and CA4.

**Overview:** This course addresses the way both racist and anti-racist socio-political agendas have intersected with racist and anti-racist psychological theorizing and research over much of US history. As such, we will become familiar with the most significant racist practices in U.S. history (e.g., slavery, genocide, terrorism, indentured servitude, eugenics, segregation, institutional discrimination), and how they pertain to psychological science, including the invention of the concept or “race,” the use of categories in scientific thinking and the law, objectivity and subjectivity, the nominal fallacy, heritability and fitness, and race-based norms. Category schemes for race were extended to create other categories scientists and others use, such those for as gender and sexual orientation, so we will also explore prejudice and discrimination in psychological science pertinent to these other social categories, and opposition to such discrimination in psychological science, as well. We will employ social psychological and sociological theories in order to organize the various forms that racism in science has taken and also consider when science has served as an anti-racist force. The course will illustrate how psychologists and other scientists have been influenced by the predominant cultural thinking of their days and how they sought to influence a variety of laws and social institutions.

**Learning Objectives:** Students will learn to comprehend primary sources in history and psychology, and to situate psychological science research in its historical context vis-à-vis racism and anti-racism. Students will analyze how scientific research has been and is used by elites in their society for racist and anti-racist ends. Students will evaluate the primary ways that psychological research has been used to support implementation and justification of racist and of anti-racist practices in U.S. history including in the present. Students will refine their abilities to articulate, argue, and debate through class discussions, debate assignments, and a class project.

**Requirements:** Students must read assignments before each class period and be prepared to discuss them in regular class attendance. A take-home open-note mid-term exam will use essay questions. For the class project, students will create a new communication product (talk or website) that analyzes how contemporary racism or anti-racism in broad social thought pertain to the practice of some aspect of psychological science. Three reaction papers will require students to analyze research articles in psychology regarding the nature of contemporaneous racism and anti-racism.

**Grading:**

Attendance and active participation in class discussions	20%
Each Reaction Paper	15%
Class Project	15%
Mid-term Exam	20%

The usual point standards will determine letter grades with As 90-100, Bs 80-89, Cs 70-79, etc.

## Course Calendar

Class	Topic	Readings ( <i>Italics are films in class</i> )
1	Course introduction & overview	<i>The Couple in the Cage</i>
2	Racial identification	Pratto & Stewart (2012) Horowitz (1939)
3	The White racial frame	Feagin (2013)
4	Racism in the minds of contemporary Americans	Goff et al. (2008) Kraus et al. (2019)
5	Recognizing racism	Unzueta & Lowery (2008)
6	Contemporary racial inequality	Feagin (2014)
7	The invention of the White race	Painter (2010c) Gosset (1997a)
8	Institutionalizing racism in ante-bellum times	Allen (1997)
9	Enlightenment: Science, racism, anti-racism	Kant (1785); <i>The Human Zoo</i> Tiedemann (1836)
10-11	Legitimizing ideologies & oppression of women	White (1985) Pratto & Pitpitan (2008)
12	Legitimizing ideologies & oppression of men	Wells (1892) Wilson (1973) <i>Birth of a Nation</i>
13-14	Fighting sexist/racist stereotypes	Terrell (1898) Roosevelt (1906) (Adams et al., 2008) <i>White Scripts And Black Supermen</i>
15-16	Post-bellum Black schooling & 20 <sup>th</sup> century School segregation	Theoharris (2018) Brown vs. Board of Ed. (1954) Clark & Clark (1950)
17-18	Common “scientific” roots of Nazism & US racism	Whitman (2017) <i>Racial Hygiene</i>
19-20	Racism and intelligence tests	Painter (2011a) Montagu (1945) Yerkes (1923)
21-22	Intelligence tests, entomology & heterosexist binaries	Hegarty (2013) Levay (1991)
23-24	Educational tests and stereotype threat	Steele & Aronson (1989) Ikizer & Blanton (2018)
25-26	Stereotypes, prejudice & self-esteem	Fryberg et al. (2010) Covarrubias & Fryberg (2015) <i>Our Spirits Don’t Speak English</i>
27-28	Racism in mental health standards	Gone (2007) Leavitt et al. (2015) Trimble & Clearing-Sky (2009)

### Assigned Readings & Bibliography

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- Jonathan Gayles (Producer), & Gayles, J. (Director). (2012). White Scripts And Black Supermen: Black Masculinities In Comic Books. [Video/DVD] California Newsreel. <https://video.alexanderstreet.com/watch/white-scripts-and-black-supermen-black-masculinities-in-comic-books>
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## **2020-2021 GENERAL EDUCATION ENHANCEMENT GRANT COMPETITION**

Proposer's Name (s): Felicia Pratto

Proposal Title: Racism and Anti-racism in the history of psychology

<b>Fiscal 2021</b>	<b>Amount budgeted</b>	<b>Fringe for Summer Salary **</b>	<b>Total</b>
Summer salary	\$5730	\$1633	\$7,363
Supplies	\$ 137	None	\$ 137
Travel		None	
Research (Faculty Account)		Usually none	
Other		Usually none	
Total			<b>\$7500</b>

\*\* The 2021 Fiscal Year fringe rate for Special Payroll summer salary is currently **28.5%**. (See <http://budget.uconn.edu/fringe-benefit-rates/>). To calculate this amount, multiply your desired salary by .285 and then add the amounts. For example, if you wish to request all \$7500 as summer salary, your "Amount Budgeted" is \$5836.57 and your Fringe Amount is \$1663.42. (5836.57 x .285 = 1663.42 and 5836.57 + 1663.42 = 7499.99)

### **Justification:**

*Please explain how the expenditure of all funds will support this proposal (100-400 words). Please note that participants should explain how any expenses, especially travel, will benefit the COURSE, not necessarily the professional development of the proposer.*

The summer salary requested will cover about 1/3 of June (11.5%) at an annual salary of \$149,475 for 9 months, with 28.5% fringe benefit rate, for the proposer to work full-time on course preparation. During this period, I will develop assignments and exercises for the students. The supplies will be to buy books relevant to the course that I have not already bought myself, to be used to make PDFs for students' readings or for lecture materials.

## **Department Head's statement**

Please arrange for your department head to send a message to [GEOC@uconn.edu](mailto:GEOC@uconn.edu) containing the following statement:

*"I support the enhancement/development of this course. Upon completion of the project, I will make every effort for the course to be offered every, or every other, year at the typical class size for the duration of at least five years."*