A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: None

This course considers the social psychological phenomena associated with social oppression. Social oppression refers to a relationship between two social categories in which one benefits from the abuse and exploitation of the other. Starting with racism as a foundation, we address historical and structural factors that constitute racism and move to connect to other intersecting identity experiences throughout the course. This course primarily uses social psychological perspectives and research methods to identify specific intergroup phenomena under consideration are stereotyping, prejudice, and discrimination (SPD). Within SPD phenomena, we consider the causes, consequences, and factors for increasing/decreasing the expression of each SPD phenomena; we focus on both perpetrators’ and targets’ experiences within SPD phenomena; and we pay special attention to the psychology of privilege as a critical factor in the perpetuation of SPD phenomena. Prerequisite(s): PSY 1100, PSY 3367, or consent of instructor.

B. COURSE EFFECTIVE DATES: 01/09/2022 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Defining racism according to a sociocultural perspective
2. Psychology of Privilege
3. Social identity approach and intergroup processes
4. Content, function, consequences, and management of stereotypes
5. Justification-Suppression Model of Prejudice
6. Discrimination
7. Stigma management strategies
8. Stereotype threat
9. Psychology of Invisibility and Representation
10. Contact hypothesis and other prejudice reduction strategies
11. Allyship and Acting in Solidarity

D. LEARNING OUTCOMES (General)

1. define racism and explain its material, historical, social, and psychological consequences.
2. explain the social psychological analytic approach to understanding social oppression.
3. discuss the major theoretical approaches for SPD phenomena (i.e., Social identity approach, Realistic Group Conflict Theory, Justification-Suppression Model, Contact Hypothesis, etc.)

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None
F. LEARNER OUTCOMES ASSESSMENT
   As noted on course syllabus

G. SPECIAL INFORMATION
   None noted