Tufts University  
The Social Psychological Dimensions of White Supremacy  
Fall 2015

Instructor: Simon Howard  
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Office Hours: by appointment  
Class Days/Time: Wednesday 6:00 pm- 8:30 pm  
Classroom: Tufts Medford Campus TBD

Course Description

Why are Tyrone and LaKeisha more likely to get shot by a police officer than Tyler and Lesly? Why do Black children have a preference for White dolls over Black dolls? This seminar is designed to provide an overview and understanding of the far reaching psychological effects of White Supremacy (i.e., power structure/ideology) on the individual, especially as it pertains to anti-Blackness in the context of the United States. Much of social psychological theory and research over the past century has been concerned with anti-Black bias (stereotypes and prejudice) and how it can lead to a myriad of negative outcomes (e.g., discrimination, death). This course will draw upon the rich psychological literature to explore how White Supremacy influences the psychological processes of groups who hold power and status, as well as how White Supremacy can shape and influence the psychology and behavior of marginalized low status groups (i.e., Black individuals). This course adopts a scientific perspective and examines the issues of White Supremacy in relation to the theory and practice of social science generally, and social psychology in particular. In addition to scholarly articles, newspaper articles, new clips, documentaries, and pop culture references will also be used to help illustrate the ways in which White Supremacy influences daily life.

A core assumption of this course is that there is no way to have a deep understanding of prejudice and discrimination without first having an understanding of White supremacy. Because this type of exploration is not as safe as the mainstream standard approach to studying prejudice and discrimination, we will need to:

1. Create a comfortable climate for discussion and dissent;  
2. Maintain strict confidentiality with any personal material shared in the seminar;  
3. Treat each other with respect, regardless of whatever differences we may have in opinion or lifestyle choices.
Learning Outcomes

The two primary goals of the course are (1) to provide a broad overview and understanding of the far reaching psychological effects of a White Supremacist Power Structure on individuals from an empirical social psychological perspective, and (2) to develop an ability to think critically about these psychological effects and analyze how they are reenacted across a broad array of social human activity (e.g., economics, education, entertainment, labor, law, politics, religion, sex and war).

Required Texts/Readings

All readings will be available electronically.

Classroom Protocol

- One of the most important things that we are trying to do together is to create an environment that inspires open, honest discourse among a community of co-learners. We will be talking about topics which may be sensitive for many individuals to discuss, please be respectful of the thoughts, opinions, and experiences of others. Many of the topics in this class may have personal significance to some students. Please make a special effort to listen to one another – particularly while in groups.

- There is no single best method for learning about White Supremacy, no simple road map to take us where we need to go with this subject material. Hence, we'll work to build an understanding of White Supremacy together. My responsibilities will be to:
  - Structure the course;
  - Select thought-provoking discussion topics, readings, and media;
  - Facilitate the seminar discussions;
  - Make myself available to you.

- Your responsibilities will be to:
  - Complete all required readings before class,
  - Attend and participate fully in every session,
  - Reflect deeply on the course material.

Assignments and Grading Policy

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<th>Assignment</th>
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<tr>
<td>Participation</td>
<td>15%</td>
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<tr>
<td>Critical Reflection Paper 1</td>
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<tr>
<td>Critical Reflection Paper 2</td>
<td>20%</td>
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<tr>
<td>Film Response</td>
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<tr>
<td>Project Presentation</td>
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<td>End of Course Reflection</td>
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Participation
In addition to attending class and participating in class discussion, you will be asked to participate in contributing to “White Supremacy in Action” #WSIA (subject to change based on student input) twitter sharing. Students will be asked to tweet instances from media, sports, pop culture, pictures, retweets, vines, short videos etc that illustrate the social psychological dimensions of White Supremacy based on the weekly readings and discussions. These tweets will also be used for class discussions. If students do not have twitter or would rather not tweet, there will be alternative ways to participate. My twitter handle is @323simonsays. You do not have to follow me.

Critical Reflection Papers and Film Response
Write a three to five-page critical reflection paper. The written critical reflection assignment provides an opportunity for you to process thoughts and feelings about the course content. This is not a summary of the reading but rather should include critical reactions to the issues covered in the readings, class discussions and films. You will be evaluated on your ability to critically engage the readings and media (e.g., drawing connections, asking critical questions, critiquing interpretations of research).

Project Presentation
You will be asked to provide a critical analysis of how White Supremacy as an ideology and power structure affects individuals’ psychologically in a particular institution or social setting of your choosing. You will be asked to use social psychological sources (a minimum of three) to illustrate, support, demonstrate White Supremacy at work. If you need help coming up with a topic please come see me.

End of Course Reflection
Write a page and half reflection on the course overall, what you learned, what you think you will take from the course, the ways in which White Supremacy influences your thoughts, attitudes and behavior.

University Policies

Academic integrity
Your commitment as a student to learning is evidenced by your enrollment at Tufts University. The University’s Academic Integrity policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours.
# The Social Psychological Dimensions of White Supremacy*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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| 2    | 9/16/2015  | **Reading:**  
|      |            | - Simple Psychology: Psychology Research Methods, Psychology as a Science, Experimental Method (online articles)  
|      |            | - Delgado, R. & Stefancic, J. Critical Race Theory: An Introduction  
| 3    | 9/23/2015  | **Reading:**  
|      |            | - Cartwright, S. (1851). "Diseases and Peculiarities of the Negro Race" (PBS website).  
|      |            | - Stein, S. (2009). New York Post Chimp Cartoon Compares Stimulus Author To Dead Primate (Huffington Post Article)  
|      |            | **DUE:** Reflection Paper 1 |
| 4    | 9/30/2015  | **Reading:**  
| 5    | 9/30/2015  | **Reading:**  
|      |            | - Dixon & Maddox (2005). Skin tone, crime news, and social reality judgments: Priming the schema of the dark and dangerous Black |

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*Note: This document is a partial extract and may not include all the content from the original source.*


| Social Cognition: Social Perception, Judgment and Decision Making part 2 | 10/14/2015 | **Reading:**  


| Internalized White Supremacy Pt. 1 | 10/21/2015 | **Reading:**  


- Clark and Clark (1947). Racial Identification and Preference in Negro Children aka “the Doll Study”  


| Film and Discussion | 10/28/2015 | **Hidden Colors 3: The Rules of Racism** delves into white supremacy, and the ways in which its double standards impact people of African descent today. This film is steeped in history, but focuses on contemporary matters (police brutality and murder, health disparities). The movie blends archival photos with media from our time. This film features scholars, authors and socially conscious entertainers.  

DUE: Reflection Paper 2 |
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<th>Week</th>
<th>Topic</th>
<th>Reading</th>
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| 9 | Internalized White Supremacy Pt. 2 And other effects of WS on targets of racism | **Reading:**  
- Hing, Julianne (2014). In Black Men, Internalized Racism Speeds Up Aging. (Colorlines article).  
| 10 | Prejudice Distributed Unequally | **Reading:**  
| 11 | Where Do We Go From Here? | **Reading:**  
- Age of the Sage Online Article. The Robbers Cave Experiment (1954)  
- **DUE:** Reflection Paper (Hidden Colors) |
| 12 | Student Presentations 1 | **DUE:** End of Course Reflection  
12/02/2015 |
| 13 | Student Presentations 2 |  
12/09/2015 |

*This syllabus is subject to change.*