

**UMBC UGC New Course Request: AFST 396: Psychology, Race, and Social Justice**

Date Submitted: 9/24/2019

Proposed Effective Date: Spring 2021

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Other Contact				

**COURSE INFORMATION:**

Course Number(s)	AFST 396
Formal Title	Psychology, Race, and Social Justice
Transcript Title (≤30c)	Psychology, Race, and Social Justice
Recommended Course Preparation	N/A
Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	N/A
# of Credits Must adhere to the <a href="#">UMBC Credit Hour Policy</a>	3
Repeatable for additional credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3.0 <small>This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small>
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

**PROPOSED CATALOG DESCRIPTION** (Approximately 75 words in length. Please use full sentences.):

The course examines the history of police shooter-bias against African Americans and explores possible strategies for the amelioration of the problem. It examines institutional racism within the justice and law enforcement system; implicit biases and stereotyping of blacks by white Americans; racial profiling; and the use of force in policing. The course applies social justice principles to the problems of inequalities in the justice system and to improve police-community relations.

**RATIONALE FOR NEW COURSE:**

Africana Studies is proposing a new certificate program in Race and Social Justice Studies. The Concept Paper has been unanimously approved by the Senior Administration Committee. But we cannot submit the New Certificate Program without getting the new core (required) and elective courses approved by the UGC. AFST 396 is one the elective courses for the proposed Race and Social Justice Studies Certificate Program. Having a focused upper-level course will also help the department to increase its upper-level course offerings in this area.

**ATTACH COURSE SYLLABUS (mandatory):**

**Instructor: T. N. ROBINSON, JR., Ph.D.**

**OFFICE: 540 Fine Arts**

**Lecture Hours: MW 2:30-3:45 p.m.**

**Office Hours: MW 11:30-1:00 p.m. ; and by appointment**

**Phone: 410-455-2926 [Direct/410-455-2158 [Message]]**

**E-Mail: [trobinso@umbc.edu](mailto:trobinso@umbc.edu)**

### **Course Description and Objectives**

Throughout their long history in the United States, African Americans have been plagued by psychological and physical abuse by the white community or its representatives in the criminal justice system. Such abuse did not end with the outlawing of slavery or Jim Crow laws. Nor did it end with the passage of Civil Rights laws during the 1960s and 1970s. Instead, in more recent times, it has continued to be manifested through activities associated with law enforcement and criminal justice officials. This situation was brought into glaring focus some five years ago following the fatal shooting of a young black man in Ferguson, MO. Since then, numerous instances of such tragedies have played out on the national level involving many communities within the United States.

The course examines the history of what is termed the police shooter-bias phenomenon and explores possible strategies for the amelioration of the problem. The contention here is that psychological research and study can provide invaluable insights on why this type of behavior on the part of justice officials continues to persist. And, that it does so through the operation of implicit biases and stereotyping based on the historical experiences of blacks and whites.

Among the issues explored are: institutional racism as a force in the justice and law enforcement system, racial factors associated with the perception of African Americans, racial profiling and use of force in policing. Finally, social justice principles and applied research are used to explore possible remedies for these identified justice system inequities as well as the promotion of improvements in police-community relations.

### **Student Learning Objectives**

#### **Knowledge gained about:**

The African American experience as it pertains to the criminal justice system; The important role of American racism as it affects this experience; The shooter-bias phenomenon as it affects African Americans; Psychological elements of the phenomenon, for police officers and their victims; and Possible strategies for combating the phenomenon



### **Development and maintenance of these important educational skills**

- **Critical thinking** skills in assessing and evaluating the police shooting phenomenon and a topic of the student's choosing;
- **Scholarly writing** through the organization of a written document arguing a point-of-view related to a topic of the student's choosing; and
- **Oral presentation skills** related to the aforementioned scholarly topic.

### **Course Requirements**

Students are required to attend class regularly and to participate in class discussions and other class activities and assignments. These additional activities will include three short in-class exams as well as an in-class presentation on a chosen topic/issue along with a written course project paper on the same chosen topic.

**Class Attendance** is an important requirement of the course as the course will reflect the seminar approach to discussion of issues surrounding the U. S. black experience with representatives of the U. S. criminal justice system. Attendance will ensure that students will be participants in these important discussions. Moreover, Discussion Participation will also constitute an important element of the student's grade for the course.

A Course Project Paper will be required of students on a topic of their choosing, a topic that is related to the general theme of the course. This topic will require approval of the instructor by October 14, 2020 and the report itself will be due on or before December 7, 2020. Details about the requirements for this project paper are provided under separate cover as an attachment to this syllabus. Note that late Reports will Incur a Severe Point Penalty (see project guidelines).

An In-class Presentation of the course project paper will also be required of students. These presentations will take place during the last five class meetings of the semester (November 25 – December 7, 2020). A schedule of presentations will be created prior to these dates. Guidelines and assessment criteria for these presentations will be distributed to students beforehand.

Exams will also be required of students. This form of assessment will involve three (3) exams based on course lectures and readings. Each exam will consist of 21 items (20 two-point multiple-choice items; 1 short answer question worth 10 points) totaling 50 points.

Blackboard [Bb] Readings. Summaries for most of the assigned readings will be posted on Bb. Students are expected to review the summaries for the designated readings for an indicated discussion topic prior to the class in which the topic is to be discussed. Discussion topics and the required readings are indicated below.

### **Required Textbooks**

Davis, Angela J. (Ed.). (2017) *Policing the Black Man: Arrest, Prosecution, and Imprisonment*. NY: Pantheon. ISBN: 978-1-101-87127-0

Ward, James (Ed.). (2018). *Policing and Race in America: Economic, Political, and Social Dynamics*. Lanham, MD: Lexington. ISBN: 978-1-498-55091-8

### **Other Required Readings**

Various academic journal articles are included among the readings for the course. Their citations are shown on the topics calendar below. These materials may be of benefit to students in connection with their chosen project papers.

### **Grading and Evaluation Procedures**

Grades for the course will be assessed in terms of class attendance and discussion participation (25%), the in-class presentation (15%), the course project paper (30%) and exams (30%).

**Course grades are to be assigned in the following manner:**

$\geq$	90%	= A	
	80-89%	= B	
	70-79%	= C	
	60-69%	= D	
$\leq$	59%	= F	

### **Academic Integrity**

By enrolling in this course, each student assumes the responsibility of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty, cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook, or the UMBC Policies section of the UMBC Directory. See <http://www.umbc.edu/provost/integrity/index.htm>.

### **Course Outline**

### **Approximate Dates**

Note: Assigned readings for discussion are indicated for each topic. In some cases, instructor powerpoint [ppt] summaries [denoted by \*\*] will be provided in lieu of the actual book chapters themselves [so as to avoid copyright violations for recently published works. An extensive bibliography of readings associated with the topics included within the syllabus is available to students on Blackboard [Bb]. This bibliography provides reference information for the various book chapters and articles from research journals, magazines and newspapers that were used to create the syllabus.



## I. COURSE OVERVIEW AND OBJECTIVES

8/31

## II. THE PSYCHOLOGICAL EXPERIENCE OF BEING BLACK IN THE U. S. 9/2 – 9/16

A. Psychology of Racism

9/2- 9/9

The Many Facets of Racism [Instructor provided notes]

- S. T. Fiske (2010). Are We Born Racist? [In J. Marsh et al. *Are Born Racist?* Boston: Beacon Press]. \*\*
- P. S. Salter et al. (2018). Racism in the Structure of Everyday Worlds. *Current Directions in Psychological Science* 27(3), 150-155
- D. Operario & S. T. Fiske (1998). Racism Equals Power Plus Prejudice. In J. Eberhardt & S. T. Fiske, *Confronting Racism: The Problem and The Response*. Thousand Oaks, CA: Sage
- J. F. Dovidio & S. L. Gaertner (1998). On the Nature of Contemporary Prejudice\*\* [J. Eberhardt & S. T. Fiske as above]; K. A. Appiah (2015). Race in the Modern World. *Foreign Affairs* 94(2), 1-8.

B. Racism Effects – Racial and Social Inequality

9/14 – 9/16

Textbook: WARD

D. A. Bearfield et al.—What to Do When the Yelling Stops: How Black Lives Matter Can Have Lasting Impact

Others

- L. Capeheart & D. Milovanovic (2007). Social Justice: Introduction\*\* *Social Justice: Theories, Issues, and Movements*. New Brunswick, NJ: Rutgers U. Press
- E. Hatfield & R. Rapson (2005). Social Justice and the Clash of Cultures. *Psychological Inquiry* 16(4), 172-175
- F. C. Harris & R. C. Lieberman (2015). Racial Inequality After Racism. *Foreign Affairs* 94(2), 9-20.

## III. THE PROBLEM: POLICE BRUTALITY AND THE BLACK COMMUNITY 9/18 – 28

A. Defining the Problem

9/18

- R. Weitzer & S. A. Tuch (2006). Police Misconduct\*\*
- R. Weitzer & S. A. Tuch (2006). Racially Biased Policing\*\* [R. Weitzer & S. A. Tuch-*Race and Policing in America: Conflict and Reform*. NY: Cambridge U. Press.]

B. History of the Problem

9/23

Textbook: DAVIS

- B. Stevenson (2017). A Presumption of Guilt: The Legacy of America's History of Racial Injustice; K. Henning (2017). Boys to Men: The Role of Policing in the Socialization of Black Boys

C. Problem Effects--Criminal Justice System and African Americans

9/28

Textbook: WARD

- S. L. Myers, Jr. (2018). What Have We Learned about Incarceration and Race? Lessons from Thirty Years of Research

Textbook: DAVIS

- M. Mauer (2017). The Endurance of Racial Disparity in the Criminal Justice System
- Travis & Western—Poverty, Violence and Black Incarceration

**D. Police and Black Community Relations and Interactions****9/25****Textbook: WARD**

J. A. Eterno & C. S. Barrow (2018). Contemporary Police and Minorities in the United States: Causes, Theories, and Solutions

**Exam I-----Topics II-III-----9/30****Course Project Paper Approval Due Date-----10/14****IV. PSYCHOLOGICAL DIMENSIONS OF THE PROBLEM****10/5 – 10/26****A. Race and the Perception of African Americans****10/5 –10/7**

- I. V. Blair *et al.* (2004). The Automaticity of Race and Afrocentric Facial Features in Social Judgments. *J. of Personality and Social Psychology* 87(6), 763-778
- J. L. Eberhardt *et al.* (2004). Seeing Black: Race, Crime, and Visual Processing. *J. of Personality and Social Psychology*, 87(6), 876-893
- A. R. Todd *et al.* (2016, February). Does Seeing Faces of Young Black Boys Facilitate the Identification of Threatening Stimuli? *Psychological Science*, 10 pp.
- J. P. Wilson *et al.* (2017). Racial Bias n Judgments of Physical Size and Formidability: From Size to Threat. *J. of Personality and Social Psychology* 113(1), 59-80.

**B. Police Fears and Attitudes and Police Decision-Making****10/12**

- J. Correll *et al.* (2002). The Police Officer's Dilemma: Using Ethnicity to Disambiguate Potentially Threatening Individuals. *J. of Personality and Social Psychology*, 83(6), 1314-1329.
- S. L. Miller *et al.* (2012). The Basis of Shooter Biases: Beyond Cultural Stereotypes. *Personality and Social Psychology Bulletin*, 38, 1358-1366.
- J. E. Bromwich (2017, January 12). White and Black Police Officers Are Sharply Divided About Race, Survey Finds. *The New York Times*, A25.
- R. Kaldewaij *et al.* (2019). High Endogenous Testosterone Levels Are Associated With Diminished Neural Emotional Control in Aggressive Police Recruits. *Psychological Science*, 30, 1161-1173.

**C. Racial Profiling****10/14****Textbook: DAVIS**

R. M. Hutchins—Racial Profiling: The Law, the Policy, and the Practice

**Others**

- J. Rojek *et al.* (2012). Policing Race: The Racial Stratification of Searches in Police Traffic Stops. *Criminology*, 50(4), 993-1024.
- P. Warren *et al.* (2006). Driving While Black: Bias Processes and Racial Disparity in Police Stops. *Criminology*, 44(3), 709-738.

**D. Use of Police Force****10/19****Textbook: WARD**

J. Ellison & B. Steiner (2018). Assessing Racial and Ethnic Differences in the Consequences of Police Use of Force



**Others**

B. Smith & M. Holmes (2012). Police Use of Excessive Force in Minority Communities: A Test of the Minority Threat, Place, and Community Accountability Hypothesis. *Social Problems*, 61(1), 83-104.

**E. Influences on Police Shooting Behavior****10/21 – 10/26**

- K. B. Kahn & P. G. Davies (2017). What Influences Shooter Bias? The Effects of Suspect Race, Neighborhood, and Clothing on Decisions to Shoot. *J. of Social Issues*, 73(4), 20 pp.
- A. Nieuwenhuys et al. (2012). Effects of Threat on Police Officers' Shooting Behavior: Anxiety, Action Specificity, and Affective Influences on Perception. *Applied Cognitive Psychology*, 26, 608-615.
- A. Landman et al. (2016). Decision-Related Action Orientation Predicts Police Officers' Shooting Performance Under Pressure. *Anxiety, Stress, & Coping*, 29(5), 570-579.
- L. A. Fridell (2016). Racial Aspects of Police Shootings. *Criminology & Public Policy*, 15(2), 481-489.
- S. L. Miller et al. (2012). The Basis of Shooter Biases: Beyond Cultural Stereotypes. *Personality and Social Psychology Bulletin*, 38, 1358-1366.

**Exam II-----Topic IV-----10/28****V. PROPOSED STRATEGIES FOR POSSIBLE AMELIORATION OF THE PROBLEM 11/2 – 11/16****A. Recommendations from the Psychology Discipline****11/2 – 11/4****Textbook: DAVIS**

K. Russell-Brown (2017). Making Implicit Bias Explicit: Black Men and the Police

**Others**

- E. L. Paluck & D. P. Green (2009). Prejudice Reduction: What Works? A Review and Assessment of Research and Practice. *Annual Review of Psychology*, 60, 339-367.
- T. Tyler et al. (2015). The Impact of Psychological Science on Policing in the United States: Procedural Justice, Legitimacy, and Effective Law Enforcement. *Psychological Science in the Public Interest*, 16(3), 75-109.

**B. Reforms to Police Training and Activities****11/9 – 11/11****Textbook: DAVIS**

T. Meares & T. Tyler—Policing: A Model for the Twenty-first Century

**Textbook: WARD**

- L. H. Edwards & I. Klein (2018). Community Policing as a Solution: What Is the Evidence?
- R. Zullo—Should More Law Enforcement be the Answer to Crime?
- S. G. Boltz—Check Your Bubble! Mindful Intersections of Trauma and Community Policing
- M.A. Rivera & J. D. Ward—Developing a Comparativist Ethics for the Evaluative Study of Racialized Police Violence

**Others**

- R. Weitzer & S. A. Tuch (2006). Reforming the Police\*\* [See above III-A]
- D. Gunn (2017). Internal Affairs: In an Effort to Combat Police Mistreatment of Minorities, Law Enforcement Officers Have Embraced the Science of Implicit Bias. But What Do Such Studies- and Related Training Programs-Really Reveal? *Psychology Today*, 50(2), 64-70,79.
- E. Goode (2016, April 26). Social Workers in Blue: Police Officers in Portland, Ore., and Elsewhere Are Adopting Nonviolent Tactics in Confrontations With the Mentally Ill. *The New York Times*, D1, D3.
- F. A. Dixon (2010). Policing Bias. \*\*[See above II-A]

**C. Black Community Efforts****11/16**

J. Ross (2017, January 4). Blacks Learn the Nuances of a Police Encounter. *The Washington Post*, A1, A12.

**VI. ASSESSMENT AND SUMMARY: WHAT HAVE WE LEARNED?**

11/18

**Exam III-----Topics V-VI-----11/23****VII. STUDENT PRESENTATIONS 11/25 – 12/7****Course Project Paper Due -----12/7****AFST 396: Psychology, Race, and Social Justice****Course Research Paper Project****DEADLINE FOR PROJECT APPROVAL-----OCTOBER 14, 2020****PROJECT DUE DATE-----DECEMBER 7, 2020****General Objectives**

To provide the student with the opportunity to sharpen his/her analytical skills; To give the student the opportunity to enhance his/her knowledge about a particular issue relating to African Americans' experiences with the U. S. justice system; and To provide the student with the opportunity to practice his/her writing skills.

**Technical Requirements for the Paper**

Be certain to include a cover sheet for your report; the cover sheet should show a title for the report, your name, the class, and the semester/date. At a minimum, the report should be 8 pages in length [double-spaced], and it should be typewritten. Published material cited in the text of the report should be accompanied by appropriate reference information at the end of the report, i.e., a reference page. Thus, reference information should be provided for cited material taken from books, magazines, journals, DVD's/films or the internet. When doing so, please provide author, title, date [year and volume #], publisher, and/or internet address.

**Examples****Book**



Hine, D. C., Hine, W. C., & Harrold, S. (2008). *The African-American Odyssey*. 4<sup>th</sup> ed. Upper Saddle River, NJ: Pearson Prentice Hall.

### **Journal Article**

Benozio, A., & Diesendruck, G. (2015). From effort to value: Preschool children's alternative to effort justification. *Psychological Science*, 26, 1423-1429.

### **Magazine Article**

Coates, T. (2015, October). The Black family in the age of mass incarceration. *The Atlantic*, 316, 60-80, 82-84.

### **Internet Article**

Glueckauf, R. L. et al. (1998, July). Videocounseling for families of rural teens with epilepsy –Project update. *Telehealth News*, 2(2). Retrieved June 6, 2000, from [http://www.telhealth.net/subscribe/newsletttr\\_4a.html#1](http://www.telhealth.net/subscribe/newsletttr_4a.html#1)

**YOUR REPORT SHOULD INCLUDE AT LEAST 10 REFERENCES, AND AT LEAST HALF OF THESE REFERENCES SHOULD BE BOOK AND/OR RESEARCH JOURNAL REFERENCES!**

### **Specific Purpose of the Exercise**

This exercise is designed to provide the student with the opportunity to learn more about the Black experience in the U. S. as it pertains to the interactions of African Americans with the U. S. justice system and/or their struggles for social justice therein; and more importantly, to gain greater in-depth information and knowledge about a specific issue in this context. Viewed favorably will be papers that address, in some way, the influence of psychological factors in these relations and/or struggles.

### **Procedure**

- 1) Decide upon a topic of interest for the exercise.
- 2) GET THIS TOPIC APPROVED BY THE OCTOBER 14, 2020 DEADLINE
- 3) Get some background information about the issue/topic. You can use a wide variety of sources for such information—course materials, other published material as well as your own thoughts and observations.
- 4) Develop an argument or point of view about the issue.
- 5) Gather information about the issue from published sources, i.e., provide a review of the issue
- 6) Evaluate or critically analyze this evidence—does it provide support for your

argument? Are there shortcomings associated with this evidence? Does this evidence comport with or conform with your own observations. If not, why not? I. e., provide a thorough discussion of the issue, support or lack of support for it based on published works; your assessment and evaluation of these works, and whether or not this information is consistent with your own experiences and observations. Also, provide some indication of what you see as future developments concerning this issue.

- 7) Create an outline for the written report.
- 8) Write the report. Be certain to provide an indication of the research question [i.e., what the issue is and your point of view as regards the issue] at the outset of the report. In other words, give the purpose of the paper early on. And, after reviewing the evidence for your argument [body of the paper], give an indication of the appropriate conclusions to be drawn from your discussion of the issue. And, make certain to include a reference page at the end of your report that shows the sources you used for your citations and any quotes contained within the paper.
- 9) Important Points to Remember
  - a) GET YOUR TOPIC APPROVED BY THE OCTOBER 14, 2020 DEADLINE
  - b) Make certain you include a cover page with your report [see above Technical points];
  - c) Make certain to make use of at least 10 references for your report;
  - d) Submit your report via e-mail as a WORD attachment to the instructor at trobinso@umbc.edu
  - e) Save an electronic copy of your report—this copy serves as a backup in the event your original submission does not reach your instructor.

BON CHANCE!