

## Psychology 491A: Research and Mentoring Program

Fall 2011

**Meeting time:** Tuesdays 11:00am to 1:00pm

**Room:** Tobin 521A

|                | <b>Instructor</b>     | <b>Faculty Advisor</b>         |
|----------------|-----------------------|--------------------------------|
| <b>Name:</b>   | Kumar Yogeeswaran     | Professor Ronnie Janoff-Bulman |
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### Program overview

The Research Mentoring Program and Seminar requires a two semester commitment to research and coursework. The purpose of the course is to help students develop the skills, relationships, and documentation necessary to pursue a career in psychology, as well as learn about research relating to diversity, prejudice, and discrimination. Over the course of a year, we will discuss aspects of psychological research regarding stereotypes, prejudice, and discrimination, research addressing minority populations, career tracks in psychology, issues regarding professional development, and get hands-on research experience through working with your faculty mentors.

The materials covered in the fall semester of the course will focus on three broad topics: a brief introduction to research, issues regarding diversity and multiculturalism, and research on stereotypes, prejudice, and discrimination to help you think critically about psychological research. As this is an upper level seminar, each week we will focus on research articles, carefully examining the researchers' methodology as well as the implications that can be drawn from the researchers' findings. As with many graduate-level courses, the seminar meetings will be mostly discussion-based, so completing the assigned readings and other work prior to class is critical!

In addition to weekly seminar meetings, at the end of the term all students are expected to establish a collaborative relationship with a member of the department faculty on a specific area of research. Each student-faculty pair will negotiate their own work and meeting schedule for the spring term. At the end of the spring term, all participants will give a presentation of the research in which they were involved.

### Research and Faculty Collaboration

Participants are encouraged to seek out faculty with whom they share common research interests, or with whom they are acquainted. Many students, however, may not know department faculty well: This is not a problem, as the program instructor will assist in pairing students with interested faculty members.

Upon acquiring a faculty research advisor, students are expected to complete a research learning contract delineating the nature of supervision, research goals, responsibilities and duties, and meeting times. Once the relationship is established, students should meet with their research advisors regularly. Advisors will report on student's progress. Students' research participation can take the form of a comprehensive literature review, an independent experimental study, qualitative research (e.g., interviews or case studies), or assisting on an ongoing research project being conducted by the faculty. All students are strongly encouraged to be as active in research as possible.

### Requirements

- 1) All participants should complete a research contract.
- 2) Weekly readings.
- 3) Class attendance and participation.
- 4) Brief response papers: These should demonstrate that you have read, understood, and thought about the assigned reading. They should begin with a brief summary of the article including the

main findings, followed by your own reaction, comments, what you find interesting, can relate to personally, or what it relates to in general, and then any critiques of the piece. (I will be more concerned with what you thought than with what the author wrote.)

- 5) To give students' the experience of being a researcher, on any one of the topics we discuss in the readings, students will be asked to take the research we discuss a step further by generating a follow up study or a line of research. In this paper, students will be asked to write up a rough proposal with specifics about the study they are proposing including the design of the study and how this furthers research in the field.

### Criteria for evaluation

- 1) Seminar attendance and participation
- 2) Response papers (6 out of 9)
- 3) Furthering the research

### Attendance

As we have a small class that is geared towards class participation, attendance is crucial. Unexcused absences are not allowed, and 5 points will be deducted from your final grade for each class missed. Also, full credit will not be given for any assignment handed in late due to an unexcused absence. If you know that you will have to miss a class, please speak to the instructor before hand so that something can be worked out.

### Grading

The following written material will be graded:

1. Response papers: 6 papers will be graded out of 10 points each for a total of **60** points.
2. Class participation: This will count for **10** points.
3. Furthering the research paper: This will count for **30** points.

Your timeliness in handing in materials as well as your participation in class will also be taken into consideration when determining your course grade. Grades will be assigned as follows;

| Percent   | Grade            |
|-----------|------------------|
| > 97      | A+               |
| 93 – 96.9 | A                |
| 90 – 92.9 | A-               |
| 87 – 88.9 | B+               |
| 83 – 86.9 | B                |
| 80 – 82.9 | B-               |
| 77 – 79.9 | C+               |
| 73 – 76.9 | C                |
| 70 – 72.9 | C-               |
| <70       | No passing grade |

### Academic Honesty

All students are expected to adhere scrupulously to the University policy concerning academic honesty. For more information on the University's academic honesty policy, check this web site: [http://www.umass.edu/dean\\_students/codeofconduct/acadhonesty/](http://www.umass.edu/dean_students/codeofconduct/acadhonesty/)

### Extra Credit

Human subject credits will not be accepted for this course.

## Fall 2011 Schedule

| <u>Week</u>                | <u>Readings and Material Covered</u>  | <u>Due</u>            |
|----------------------------|---|-----------------------|
| September 6 <sup>th</sup>  | <u>Course Overview and Introduction</u>   |                       |
| September 13 <sup>th</sup> | <u>Bias in Everyday Life</u><br><i>Microaggressions in Everyday Life</i> (Sue et al., 2007)<br><i>Aversive Racism and Hiring</i> (Dovidio & Gaertner, 2000)   | RP 1                  |
| September 20 <sup>th</sup> | <u>Diversity Science</u><br><i>Diversity Science: Why and How Difference Makes a Difference</i> (Plaut, 2010)<br><i>In Blind Pursuit of Racial Equality?</i> (Apfelbaum et al., 2010)                           | RP 2                  |
| September 27 <sup>th</sup> | <u>No Class</u>   |                       |
| October 4 <sup>th</sup>    | <u>Unconscious Stereotyping and Prejudice</u><br><i>Color Lines in the Mind</i> (Dasgupta, 2008)<br><i>Stereotyping and Evaluation in Implicit Race Bias</i> (Amodio & Devine, 2006)                            | RP 3                  |
| October 11 <sup>th</sup>   | <u>No Class – Monday Schedule at UMass</u>  |                       |
| October 18 <sup>th</sup>   | <u>Ethnic Identity Expression &amp; Deviance</u><br><i>Reactions to Ethnic Deviance</i> (Phelan & Rudman, 2010)<br><i>To be or Not to be Ethnic</i> (Yogeeswaran et al., 2011)                                  | RP 4                  |
| October 25 <sup>th</sup>   | <u>Bias in the Real-World</u><br><i>The Police Officer's Dilemma</i> (Correll et al., 2002)<br><i>Reducing the Racial Achievement Gap</i> (Cohen et al., 2006)  | RP 5                  |
| November 1 <sup>st</sup>   | <u>Social Norms and Intergroup Interactions</u><br><i>When do the Stigmatized Stigmatize?</i> (Shapiro & Neuberg, 2008)<br><i>Where do we look during Potentially Offensive Behavior?</i> (Crosby et al., 2008) | RP 6                  |
| November 8 <sup>th</sup>   | <u>Stereotype Threat</u><br><i>Academic Underperformance of Minorities and Women</i> (Aronson et al., 1998)<br><i>Identity Salience and Shifts in Quantitative Performance</i> (Shih et al., 1999)              | RP 7                  |
| November 15 <sup>th</sup>  | <u>Intergroup Contact</u><br><i>Intergroup Contact Theory</i> (Pettigrew, 1998)<br><i>Contact and Prejudice among Minority &amp; Majority Groups</i> (Tropp & Pettigrew, 2005)                                  | RP 8                  |
| November 22 <sup>nd</sup>  | <u>Affirmative Action</u><br><i>Psychological Data and Policy Debates</i> (Crosby et al., 2003)<br><i>Concern for the Ingroup and Opposition to Affirmative Action</i> (Lowery et al., 2006)                    | RP 9                  |
| November 29 <sup>th</sup>  | Introducing Potential Mentors   |                       |
| December 6 <sup>th</sup>   | Wrapping Up / Individual Meetings   |                       |
| December 13 <sup>th</sup>  |   | Final<br>Paper<br>Due |