Course Description and Goal: This course addresses the critical issues of diversity and social justice in the lives of children and families. The overall goal of this course is to strengthen students’ critical thinking skills and to expand their knowledge base on issues pertaining to the relations between diverse groups of youth. The materials covered in this course will explore the theoretical and empirical underpinnings of intergroup inequalities through victimization, discrimination, bullying, and exclusion. Further, they will address the various social-ecological influences (e.g., identity development, parent and society norms, diversity density) that work to facilitate such inequalities or to combat them. The course has an established theoretical framework and concepts that will help to create a dialogue between students and instructor and between other students. Course instruction includes lectures, readings, group activities, media, homework, and other activities.

Course Objectives:

- To gain a better understanding of the developmental and social psychological theories of the fundamental processes involved in intergroup relations.
- To understand the cognitive, affective, and social underpinnings of intergroup dynamics.
- To explore experiences of intergroup inequalities—discrimination, victimization, bullying, and exclusion.
- To examine the theoretical approaches to improving intergroup relations and tolerance.
- To have students develop a plan of action to promote positive intergroup relations through their expanded knowledge of and sensitivity to issues related to human diversity, multiculturalism, and systems of oppression.

Assigned Readings:
- There is no text for this class—only assigned readings, which you will find on Husky CT. 
  https://lms.uconn.edu/. You will need your NetID and password to log into both websites.
- Additional readings may be assigned throughout the semester and will be made available on HuskyCT as well.

Course Requirements and Grading:

Reading Assignments
The reading assignments for each week are listed on the attached course calendar. Readings are to be completed for the day indicated. Be prepared to discuss the readings on the day they are due, so be prepared by doing the reading prior to class.
**COURSE GRADING/REQUIREMENTS:**

- **25%** Class Leadership (your choice of topic)
- **20%** Class Participation & Discussion Questions
- **35%** Intervention Proposal (5-7 pages)
- **20%** Article Review (2-3 pages)

**CLASS LEADERSHIP (25%)**

On your assigned day, you will have responsibility for leading the class in activities and discussion of the topic material. You may review the chapter readings, articles, lead discussion, analyze a case study, argue appropriate policy actions, show some relevant web sites or a short film clip, etc. This time should be interactive. You may break the class into smaller groups for activities and exercises. Know that your classmates will have read the assigned chapter readings for the week. Please coordinate your plan for the class (as well as any technological needs) with the instructor at least one week in advance. You will be graded on the basis of preparation and the outcome of your classes (i.e., Did you engage your classmates? Was there good critique of the readings? Did we learn something?). Be creative!

**CLASS PARTICIPATION & DISCUSSION QUESTIONS (20%)**

This is an honors seminar course, and therefore will entail a highly interactive classroom setting. Students are expected to attend all classes, be on time, come prepared (i.e., having completed all readings and considered how to discuss them), and participate actively and constructively. All students who are not leading class should bring 2 written discussion questions on the assigned reading for the day (submitted online by Friday night prior to class).

Throughout the semester various assessments will be conducted during class time. Assessments may take the form of quizzes, worksheets, peer reviews, in-class debates and discussions, etc. You must be present in order to participate in the in-class activities. The majority of in-class activities will be based off lectures or the assigned readings for that day, so make sure to read prior to class. **In-class activities cannot be made up.**

**INTERVENTION PROPOSAL (35%)**

The paper should be approximately 5-7 double-spaced, typed pages (plus references). Follow APA format in your writing, as outlined in the APA (2010; 6th ed.) *Publication Manual*. The topic is up to you, but it should provide a review (at least 5 primary journal articles) of an area of intergroup relations in youth and justify the proposed intervention.

The paper will require you to conduct a literature search and become familiar with the UConn library resources: [http://www.lib.uconn.edu/](http://www.lib.uconn.edu/) **ALL PAPERS MUST BE HARD COPY – NO EMAILED PAPERS ACCEPTED.**

**ARTICLE REVIEW (20%)**

This assignment will be approximately 2-3 pages (double spaced) in length. You may critique an article from the assigned readings list or you may select a foundational theoretical (primary source only) or empirical article in your field of interest (must be approved in advance by the professor).
All written assignments must be turned in through “Safe Assign” (under course tools on HuskyCT and receive a rating of less than 15% non-original material BEFORE they can be turned in to me in hard copy format. Thus, all papers must first clear the 15% mark and THEN a hard copy of the paper should be turned in with me in class.

**NOTE:** a rating of 15% non-original material in your paper does NOT mean that your paper is free from plagiarism, this is simply a first step to help you identify areas of your writing that require additional editing.

**GRADES AND REQUIREMENTS**
This is a 3-credit, letter-graded course, based on the following grade scale:

- **A+** = 97-100%  
- **A**  = 93-96%  
- **A-** = 90-92%  
- **B+** = 87-89%  
- **B**  = 83-86%  
- **B-** = 80-82%  
- **C+** = 77-79%  
- **C**  = 73-76%  
- **C-** = 70-72%  
- **D+** = 67-69%  
- **D**  = 63-66%  
- **D-** = 60-62%  
- **F** ≤59%

Be sure to address any concerns with your assignment grades in a timely manner (e.g., not after the semester has ended).

**NOTE:** This is an Honors seminar. All students enrolled in the course, regardless of whether they are in the Honors Program, will receive Honors credit if they earn a B- or above, so all will be held to the same high level of expectations.

**COURSE POLICIES**
**Students with Disabilities.** If you are a student with a documented physical or learning disability that requires accommodation, please provide me with the appropriate documentation from Student Support Services by **TUESDAY, SEPTEMBER 6th** so that we can make the necessary arrangements. If you have a disability and have not yet registered with the University, please contact Student Support Services promptly.  
http://hartford.uconn.edu/sss/index.html

**Religious Observances.** Students should not be penalized for participation in religious observances. If religious observances during the semester conflict with class attendance or assignment completion, please contact me by **TUESDAY, SEPTEMBER 6th** so that we can make the necessary arrangements.

**Attendance and Make-up Exams/Assignments.** Exam questions may be taken from class lectures and discussions. It is up to the individual student to attend each class session, and to obtain class notes and information from other class members when class is missed. **Note that you may NOT make up classroom activities or exams for which you are absent unless you notify the instructor PRIOR to class, AND, within 1 week, provide written documentation that your absence complies with the University of Connecticut policy. In exceptional circumstances, the prior notification requirement may be waived.**

**Paper Format.** APA format is required for all papers. Information about APA format is available at: http://www.apastyle.org. A good crib sheet can be found here: http://www.wooster.edu/psychology/apa-
crib.html, but it is not all-inclusive. If you are unfamiliar with APA format, I suggest you go to the library and look at the APA Publication Manual (6th ed.).

**Paper Submission/Late Assignments.** All assignments are to be printed and turned in at the start (i.e. the first 5 minutes) of class the day the assignment is due. I do not accept email submission of assignments. Computer problems, errors, etc. do not count as a legitimate excuse for failing to turn in your assignment on time.

- Late assignments will be penalized 5% for each day beyond the deadline

**Writing Assistance.** Good writing skills are an essential part of a college education. I will be grading your assignments with the expectation that you are able to clearly convey your message. All UConn students are invited to visit the University Writing Center for individualized tutorials. The Writing Center staff work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. For hours, locations, and more information, please go to writingcenter.uconn.edu.

**Extra Credit.** Extra credit opportunities will be announced to the class as they arise. These opportunities are not guaranteed. If these opportunities arise, in addition to participating in the study, you must write a 1-2 page reflection paper about the experience. Students may only complete ONE extra credit assignment during the semester. Details of these opportunities will be announced in class if and when they arise.

**Technology.** All cell phones must be turned off while in class. Laptops/tablets may not be used in class. Texting, browsing, emailing, etc., on your phone and laptop is a distraction to the learning environment.

**Emails.** Emails to the instructor should be written professionally. You should include a salutation that addresses me by name (e.g. Hello Prof. Brenick,) and a closing that clearly identifies who you are.

**ACADEMIC INTEGRITY**

In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another’s ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you use another’s ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on any assignment, large or small, will result in failure for the entire course and referral to Student Judicial Affairs. For University policies on academic honesty, please see UConn’s Responsibilities of Community Life: The Student Code and the Office of Community Standards: http://www.community.uconn.edu
<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Readings Due for this Class</th>
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<tbody>
<tr>
<td>8/28</td>
<td>Introduction to Course, APA, Theoretical Approaches</td>
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| 9/4     | Introduction to Course, APA, Developmental and Social Theoretical Approaches to Intergroup Relations | Durkin, 1995  
Garcia Coll, 1995 |
| 9/11    | NO CLASS |  |
| 9/18    | Developmental and Social Theoretical Approaches to Intergroup Relations | Durkin, 1995  
Garcia Coll, 1995 |
Liben & Signorella, 1980  
Dunham, Baron, Carey, 2011 |
| 10/2    | Social Identity Development and Groups | Nesdale, 2004  
Brenick & Killen, 2014  
Knisfeld & Juvonen, 2015 |
| 10/9    | Group Dynamics and Group Norms | Abrams, 2011  
Degner & Dalege, 2013  
Brenick & Romano, 2016 |
| 10/16   | Bullying, Exclusion, and Victimization | Killen, Mulvey, Hitti, 2013  
Elamé, 2013  
Horn, 2008 |
| 10/23   | Threat and Anxiety | Riek, Mania, Gaertner, 2006  
Durkin et al, 2012  
Swart, Hewstone, Christ, & Voci, 2011 |
| 10/30   | Empathy | Stephan & Finlay, 1999  
Masten, Gillen-O’Neel, & Spears Brown, 2010  
Sierksma, Thijs, Verkuyten, 2014 |
| 11/6    | Context & Minority/Majority Experiences | Kinket & Verkuyten, 1999  
Brenick et al., 2012  
Verkuyten, 2014 |
Guerra, et al, 2010  
Rutland & Killen, 2015  
Berger, Brenick, & Tarrasch, 2018 |
| 11/20   | NO CLASS | BREAK |
| 11/27   | Improving Intergroup Relations | Verkuyten & Thijs, 2013  
Beelman & Heinemann, 2014  
Hawley, 1995  
Livingston, 2011 |
| 12/4    | Final Reflections on Moving Forward | Intervention Presentations |
References by Course Topic

Developmental and Social Theoretical Approaches to Intergroup Relations

Cognitive Processes

Social Identity Development and Groups

Bullying, Exclusion, and Victimization

Threat and Anxiety

Empathy


**Context & Minority/Majority Experiences**


**Improving Intergroup Relations I**


**Improving Intergroup Relations II**


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