DEREE COLLEGE SYLLABUS FOR:	
PS 2257 PSYCHOLOGY OF DIVERSITY AND SOCIAL ISSUES	**3/0/3**

(Previously PS 2257 Diversity and Social Interaction - L4)	**LEVEL 4**
	UK CREDITS: 15
(Updated Spring 2022)	

PREREQUISITES:	PS1000 Psychology as a Natural Science – Level 4 PS 1001 Psychology as a Social Science-Level 4
CATALOG DESCRIPTION:	Assessment of the various forms of diversity at the individual, organizational and societal level. Overview of theories and research with an emphasis on how the presence of difference influences individuals and cross-group relationships in a variety of settings.
RATIONALE:	This module introduces students to diversity and the way perceived diversity influences people's identity, social interactions, stigma, prejudice, and inequalities. The module is designed for Psychology students, although students from other disciplines who wish to acquire an understanding of the complexity of contemporary social world will also benefit.
LEARNING OUTCOMES:	Upon completion of this module, students should be able to: 1. Explain major concepts, theories, and research, related to various forms of diversity. 2. Demonstrate understanding of the complexity of issues pertaining to diversity and outline theory and research in contemporary complex issues. 3. Demonstrate the ability to apply knowledge to real-life situations. Identify various intervention and coping strategies. 4. Demonstrate the ability to draw information from a prescribed range of sources, show awareness of ethical issues, and recognize and reflect upon their own biases.
METHOD OF TEACHING AND LEARNING:	In line with the teaching and learning strategy of the college, the following tools are used: ➢ Lectures and, video footages. ➢ Additional readings (scientific sources as well as extracts from the media) selected and assigned for in-class discussions. ➢ Formative assessments including a variety of practical and experiential exercises will help the students identify the link between theory and real-life situations. ➢ Use of Blackboard site ➢ Office hours

ASSESSMENT:	Summative:		
	1st assessment: Examination Short essay questions		**30%**
	2nd assessment: Application Assignments		**10%**
	Final assessment: Examination Essay questions		**60%**

Formative:

Participation in in-class discussions, practical and experiential exercises	**0%**

The 1st assessment tests learning outcomes 1,2, 3.
The 2nd assessment tests learning outcomes 1,2,3,4.
The final assessment tests learning outcomes 1,2,3,4.

The final grade for this module will be determined by averaging all summative (major) assessment grades, based on predetermined weights for each assessment. If students pass the comprehensive assessment that tests all Learning Outcomes for this module and the average grade for the module is above 40, students are not required to resit any failed assessments.

INDICATIVE READING:

REQUIRED READING:
Blaine, B.E. (latest edition). *Understanding the Psychology of Diversity*. Los Angeles, CA: Sage.
Crisp, R. J. (2010). *The Psychology of Social and cultural Diversity.* Oxford, UK: Wiley-Blackwell Publications.

RECOMMENDED READING:

Georgas, J. Berry, J.W., Van de Vijver, F.J.R., Kagitcibasi, C., & Poortinga, Y. (2006). *Families across cultures. A 30 –nation psychological study.* Cambridge University Press.

Lott, B. (2010). *Multiculturalism and Diversity: A Social Psychological Perspective* London: Wiley-Blackwell Publications.

JOURNAL ARTICLES:

Ahmedani, B. K (2011). Mental Health Stigma: Society, Individuals and the Profession. *Journal of Social Work Values Ethics, 8* (2): 4-1-4-16

Barron, L. G., & Hebl, M.L. (2013). The force of law: The effects of sexual orientation antidiscrimination legislation on interpersonal discrimination in employment. *Psychology, Public Policy, and Law,* 19, 191-205.

Bargh, J.A., McKenna, K and Fitzsimons, G.M. (2002). Can you see the real me? Activation and expression of the true self on the internet. *Journal of Social Issues, 58*, 1, 33-48

Bousfield, C., & Hutchison, P. (2010). Contact, anxiety, and young people's attitudes and behavioral intentions towards the elderly. *Educational Gerontology*, 36, 451-466.

Brochu, P.M., & Dovidio, J.F. (2013). Would you like fries (380 calories) with that? Menu labeling mitigates the impact of weight-based stereotype threat on food choice. *Social Psychological and Personality Science*, 5 (4) 414-421.

Burks, D (2011). Lesbian, gay and bisexual victimization in the military: An unintended consequence of "Don't' ask, don't tell". *American Psychologist, 66,* 604-613.

Cheung, F and Halpern, D. (2010). Women at the top. *American Psychologist, 65*, 182-193

Czopp, A., Kay, A. And Cheryan, S. (2015). Positive stereotypes are pervasive and powerful. *Perspectives on Psychological Science, 10*, 451-463.

Fassinger, R. (2008). Workplace Diversity and Public Policy: Challenges and Opportunities for Psychologists. *American Psychologist. 63*, 4, 252-268

Hebl, M. R., King, E. B., Glick, P., Singletary, S. L., & Kazama, S. (2007). Hostile and benevolent reactions toward pregnant women: Complementary interpersonal punishments and rewards that maintain traditional roles. *Journal of Applied Psychology, 92*, 1499-1511.

Herek, G.M. (2016). Beyond "homophobia": Thinking more clearly about stigma, prejudice, and sexual orientation. *American Journal of Orthopsychiatry*, 85, s29-s37.

Kawakami, K., Dunn, E., Karmali, F., & Dovidio, J.F. (2009, January 9). Mispredicting affective and behavioral responses to racism. *Science, 323*(5911), 276-278.

Levine, E. And Schweitzer, M.E. (2015) The affective and interpersonal consequences of obesity. *Organizational Behavior and Human Decision Processes, 127*, 66-84.

Murray, K., & Marx, D., (2013). Attitudes toward unauthorized immigrants, authorized immigrants, and refugees. *Cultural Diversity and Ethnic Minority Psychology*, 19, 332-341.

Nightingale, A., Goodman, S and Parker, S. (2017). Beyond Borders. *The Psychologist, 30,* 58-63.

Pachankis, J., Wang, K. And Link, B.G. (2017). The Burden of Stigma on Health and Well-Being: A Taxonomy of Concealment, Course, Disruptiveness, Aesthetics, Origin, and Peril Across 93 Stigmas. *Personality and Social Psychology Bulletin 44*(4), 451-474.

Puhl, R. M. And Heuer, C. A. (2012). The stigma of obesity: A review and update. *Obesity, 17*, 5, 941-964.

Pryor, J. B., Reeder, G.D. and Monroe, A.E. (2012). The infection of bad company: Stigma by association. *Journal of Personality and Social Psychology, 102*, 2, 224-241.

Riek, B.M. Mania, E.W., & Gaertner, S.L. (2006). Intergroup threat and outgroup attitudes: A meta-analytic review. Personality and *Social Psychology Review, 10*, 336-353.

Sealy, R., Doldor, E., Viniccombe, S., Terjessen, S., Anderson, D., and Atewologun, D. (2017). Expanding the notion of dialogic trading zones for impactful research: The case of women on boards research. *British Journal of Management*, 28 (1), 64-83.

The British Psychological Society (2018). Guidelines for psychologists working with refugees and asylum seekers in the UK.

Van Knippenberg, D., De Dreu, C.K.W., & Homan, A.C. (2004). Work group diversity and group performance. *Journal of Applied Psychology, 89,* 1008-1022.

QUALITATIVE RESEARCH ARTICLES:
Broom, A., Hand, K., & Tovey, P. (2009). The role of gender, environment, and Individual biography in shaping qualitative interview data. *International Journal of Social Research Methodology, 12* (1), 51-65.

Morgan, J.F. & Arcelus, J. (2009). Body image in gay and straight men: A qualitative study. *European Eating Disorders, 17*, 435-443.

INDICATIVE MATERIAL: *(e.g. audiovisual, digital material, etc.)*	**REQUIRED MATERIAL:** N/A **RECOMMENDED MATERIAL:** N/A
COMMUNICATION REQUIREMENTS:	Academic use of English, both oral and written. APA Style
SOFTWARE REQUIREMENTS:	Blackboard, MS Office, search engines

WWW RESOURCES:	American Psychological Association www.apa.org British Psychological Society www.bps.org.uk Human Rights Campaign http://www.hrc.org Institute for Women's Policy Research http://www.iwpr.org/ Obesity Action Coalition https://www.obesityaction.org/ Pew Research Center https://www.pewresearch.org/ Slo the Stigma http://www.slothestigma.org World Health Organization www.who.org
INDICATIVE CONTENT:	1. What is Diversity 2. Theoretical context (Categorization, stereotyping, identity) 3. Various forms of diversity 4. Applications to real-life (Work, education, justice) 5. Stigma and coping with prejudice 6. Diversity-based interventions