

Course title::	Look Into the Mirror: Psychological Perspectives of Fairness and Justice
Course Number (if unknown, use 1xx, 2xx, 3xx, 4xx, 5xx, or 6xx)::	3xx
Course Prefix::	Psychology (PSYC)
Grade Mode:	Standard (letter grades)
Units/Credits::	1 Unit
Course Type::	Seminar
Instructional Method::	DI-Discussion Intensive
Course Description (approximately 100 words). This will display in the catalog ::	This course covers what psychological science has to say about bias, such as identifying the sociocultural, cognitive, and evolutionary influences that foster bias. Students will be encouraged to seek out historical context and empirical evidence to understand why prejudice occurs and how to reduce it. Emphasis will be placed on honest self-reflection and listening to those whose experiences are different.
Please list any prerequisites for this course::	none
Please list course restrictions here::	Junior standing or higher
Does this course require international travel?:	No
Please state the justification for this new course::	The department currently has no classes that go in depth on the psychology of prejudice, although there are classes that cover it briefly (e.g., Introduction to Psychology and Social Psychology). This will provide students the opportunity to investigate this topic, which is especially important in today's political climate.
Does this course have an equivalent in another department?:	No.
Does the subject matter of this course overlap with an existing course(s) in another department? Does the course potentially affect other departments in other way(s)? If yes : list courses, department chair and date of conversation. :	Given that social justice is a Stetson value, there are courses that address issues of prejudice and discrimination (e.g. SOCI 307V – Race, Ethnicity, & Immigration). However, none of them appears to focus primarily on the psychological science of bias. It does not affect other departments.
Does course involve change to degree requirements (prerequisites, co-requisites,	No

major or minor or other program and/or degree)? :	
Does this course affect students in any other program or department outside of the college/school?:	No
List any new resources required::	None
List any additional space, library materials and/or additional costs associated with this course::	None
Describe the transition plan for current students and the plan to communicate this change to relevant stakeholders::	None
Please list the learning outcomes of this course::	<p>According to the website, "the goal of the writing enhanced course is simple: to foster the development of critical thinking and thinking skills" via a 'writing to learn' pedagogy. With that in mind, these are the primary goals for the course: 1. To teach students theories of prejudice (cognitive biases, sociocultural norms, etc.) and how to apply them. 2. To help them develop a disposition of seeking out empirical evidence for issues of bias, bigotry, and social justice. What does research say on about prejudice, and how can students find their own answers? Students will connect ideas about psychology from scientists with real life examples of bias. Students will leave this class knowing how to answer their own questions about social justice. 3. To develop their writing skills. This course is writing enhanced: students will be asked to write papers which will increase in complexity over the semester, allowing students to build on skills developed at the beginning of the course. Students will be required to revise their work based on the professor's feedback to improve their grade. 4. To develop their oral presentation skills. Students will manage an oral presentation about the history of institutionalized discrimination for a group of their choice (discrimination which is built into the legal, political, social, and economic institutions of a culture). 5. To develop their listening skills: understanding bias is about hearing "the other," and appreciating his or her perspective. 6. To allow for reflection and growth. One important piece of understanding bias is recognizing it in ourselves. These implicit biases may be very different from the beliefs we would explicitly endorse. 7. It is always a goal of mine to encourage students to think scientifically. When they see news of research, psychology or otherwise, I</p>

	want them to be prepared to evaluate it with critical thinking skills: not just doubt, but weighing the evidence and methodology with insight.
Will this course have a General Education designation?:	Yes
Which designation are you seeking for this course?:	JSEM- Junior Seminar (includes WE)
Please describe how this course will meet the Personal and Social Responsibility outcome: Students can recognize a complex personal, professional, or public issue related to Environmental responsibility, ethical or spiritual reflection, health and wellness, human diversity, or social justice; analyze that issue; and argue effectively for a personal position on it.:	This course will ask students to consider multiple perspectives to address their own questions about unfairness and injustice. Students will read empirical articles about the cognitive and social processes that maintain bias and discrimination over time, explore the historical context of bias, and recognize the role of culture in shaping our own biases. The course will distinguish between understanding and action: students will participate in a one-time service project and reflection facilitated by the Center for Community Engagement. Students will confront the need for egalitarian processes and outcomes.
Please select the following designation for your Stetson Values course::	J- Social Justice
Please go to the Writing Program website for additional information on Writing Enhanced courses. Your proposal will be sent to the Director of the Writing Program for approval. Referring explicitly to the goals of a WE course, explain how the course merits the WE designation::	This course is writing enhanced: students will be required to engage in substantial revision on their papers, worth over 50% of their grade, based on the professor's feedback. Students will write reflections (lower stakes) on their own biases and/or the real experiences of individuals from the community. Students will also complete formal papers (higher stakes) addressing empirical evidence on why prejudice occurs and how to reduce it. Students will use both fictional and nonfictional narratives and primary sources to encourage awareness of rhetorical context.
Describe how this course serves to strengthen student written communication or what specific disciplinary writing features the course teaches::	Students have several smaller writing assignments (such as written reflections, discussion questions, or creative writing), that are not discipline specific. However, key assignments in the course are papers that must be written in American Psychological Association (APA) style, which is the standard disciplinary style in Psychology. Students must revise these papers substantially based on faculty feedback.
Describe how revision is incorporated into writing assignments; which writing projects will require revisions; and how feedback will be provided and by whom::	Formal "high-stakes" papers will require revision based on instructor feedback.

<p>Describe how students will be finding, evaluating, and incorporating outside source material into their written texts::</p>	<p>Students will find outside source material through the library databases for formal high-stakes assignments. They may also integrate other sources, such as internet searches, narratives, and personal experiences.</p>
<p>Describe how much students' written work will count toward the final grade::</p>	<p>At least 50% of their grade will come from paper assignments (reflections, analysis papers, etc.).</p>
<p>Explain the specific components of the course that meet the learning outcomes for a Junior Seminar. The learning outcomes are listed below.:</p>	<p>-1.1, Writing Students can compose and revise written texts that employ an appropriate voice to coherently express relationships between ideas from multiple sources, illustrating awareness of rhetorical context and purpose. This course is writing enhanced: students will be required to engage in substantial revision on their papers, worth over 50% of their grade, based on the professor's feedback. Students will write reflections (lower stakes) on their own biases and/or the real experiences of individuals from the community. Students will also complete formal papers (higher stakes) addressing empirical evidence on why prejudice occurs and how to reduce it. Students will use both fictional and nonfictional narratives and primary sources to encourage awareness of rhetorical context. -2.1, Information Fluency Using technology as appropriate, students know when there is a need for information and are able to locate, evaluate, and effectively and responsibly use that information for the task at hand. Using a variety of sources, including Stetson's library database, students will be expected to locate background information on the psychological science of bias and the historical context of prejudice. They will select their own topics and will be responsible for evaluating which sources will best support their arguments. -3.1, Speaking Students can speak in an understandable, organized, and audience-appropriate fashion to explain their ideas, express their feelings, or support a conclusion. Students will participate in class discussions on the class readings and share their own experiences with bias. Students will give a formal presentation on the history of discrimination of a particular group of their choice. -4.1, Critical Thinking Students, having identified a topic of inquiry and gathered relevant data, can synthesize and evaluate those data to reach an appropriate conclusion or conclusions. Students will critically compare what psychological science suggests about a topic and how that issue is represented in the media and/or with their own personal experience. Critical thinking means judiciously applying</p>

	<p>principles such as “correlation vs. causation,” falsifiability, and replicability to persuasive arguments. Students will be asked to use multiple sources to evaluate the causes of bias and how to reduce it. Students will know how to answer their own questions about prejudice to come to evidence-based conclusions. -8.1, Integration of Learning/Interdisciplinary Thinking Students can analyze an issue or phenomenon in ways that go beyond a single paradigm. Discussions and assignments will oblige students to integrate multiple perspectives on bias, including personal truth and experience from guest speakers, empirical research, historical context, and psychological theory.</p>
<p>Which designation are you seeking for this course?:</p>	<p>V- Stetson Values (You will select R, E, D, W, or J on the next screen)</p>
<p>Please explain how specific components of your course will help students achieve the Social Justice learning outcome?:</p>	<p>The reading, writing, and oral presentation assignments are all focused on questions of bias and discrimination. Students will also engage in a community service experience and reflection to apply the "academic" principles to the DeLand community.</p>
<p>Are you seeking a Writing Enhanced designation for this course?:</p>	<p>Yes</p>