**Description of activity:** The activity is called a Deep Dive and these assignments are due online one day before each weekly class session in the Psychology of Prejudice. Class time (whether online or in person) is used for an engaged discussion of the topics covered in the Deep Dive. As the name suggests, students deeply explore the week’s topic - reading news stories, watching short videos, talking to friends and family, and using course reader sources to support written arguments. The assignment is graded for completion on a 30 point scale. Students complete a total of 15 Deep Dives in the course on different topics in the Psychology of Prejudice.

**The purpose of the resource:** The Deep Dive “Racism Then” assignment helps students reflect on gaps in their knowledge of historical racism and engage in a class discussion that explores the impact of inaccurate or incomplete histories that many students have. This assignment connects directly to social psychological research on episodic and thematic framing (Iyengar, 1996)* and framing critical histories (Salter & Adams, 2016)*. Students practice teaching critical histories to others, reflect on mainstream curricula for Black history, explore opposition to teaching fuller histories, and approach our in-class discussion fully prepared and ready to connect to social psychological research. The assignment ensures that all students have read and reflected on course material and helps the professor get a sense of student thoughts before the class session.

**DEEP DIVE: Racism Then**

1. **In the name of science**
   African Americans have long been dehumanized in the name of science. Imagine you are talking to a friend who is unaware that this has ever happened. Educate your friend with examples, specifically explaining the story of Saartjie Baartman ([Gould piece](https://nyti.ms/2oFVhJX)) and the use of Black bodies for medical experimentation in the old South ([Savitt piece](https://nyti.ms/lUhoBU)). (Draw from the assigned readings and cite with page numbers). 2 full, well supported paragraphs.

2. **Overlooked**
   Read: [https://nyti.ms/2oFVhJX](https://nyti.ms/2oFVhJX)
   Read: [https://nyti.ms/lUhoBU](https://nyti.ms/lUhoBU)

   a. Summarize what you learned about the Elaine Massacre and the Tulsa Race Riot from these articles. (5-6 sentences)
   b. Did you learn about these massacres in school? If so, what age and what level of detail (2-3 sentences)


c. Who are Ella Baker & Septima Clark? What were their contributions to the Civil Rights movement? Why aren't they household names? Try asking friends if they are... (5-6 sentences)

d. How familiar are you with the American Eugenics movement of the 20th century that used science to justify racist ideology, among other things? View the American Eugenics movement slideshow: https://www.npr.org/sections/pictureshow/2011/06/01/136849387/found-in-the-archives-american-unsettling-early-eugenics-movement (5-6 sentences)

3. Who was Emmett Till?
Read: https://nyti.ms/2jGZJRI
And https://www.talilalewis.com/blog/emmett-till-disability-erasure
Who was Emmett Till and why was his murder so important to the civil rights movement? How does his story relate to our discussions about ableism and intersectionality? Did you learn about him in school? Please ask a friend the question “Who was Emmett Till?” and report back what they had to say. (2 paragraphs)

4. Sacrifice and social change
Read: http://www.npr.org/blogs/codeswitch/2014/01/10/261416309/franklin-mccain-taking-jim-crow-off-the-menu
Read: Coming of Age in Mississippi (in course reader)
Reflect on the power of protest during the civil rights movement. Mr. McCain states he was too angry to be afraid when he courageously launched a peaceful protest against segregation as part of the Greensboro Four. He was a college freshman. Anne Moody describes a terrifying ordeal and the degree of violence directed towards her and her peaceful co-protesters at the Woolworth’s counter. Reflect on each of their sacrifices (McCain AND Moody). Are you angry enough about racial injustice to endure what they did for the cause? Why or why not? 1 full paragraph (use citations for each source).

5. The truth is more beautiful
Watch “Rosa Parks and the Montgomery Bus Boycott” (scroll down): http://www.understandingprejudice.org/multimedia/racism-then.htm
Read: https://www.nytimes.com/2021/02/01/opinion/rosa-parks.html
How does the truth about Rosa Parks change our understanding of her (compared to the “she was a meek old seamstress who was tired” version of history)? Did you learn anything new from the NYT piece? (1 full paragraph)

6. A tribute to the past or a nod to white supremacy?
Please read: http://www.npr.org/2017/08/20/544366880/confederate-statues-were-built-to-further-a-white-supremacist-future
What did you learn about when many confederate statues were erected? Do you think it is a coincidence that there were surges of statues built during periods of civil rights tensions? Why or why not? 3-4 full, descriptive sentences.