

San José State University
College of Social Sciences/Psychology Department
PSYC 191, Psychology of Prejudice, Section 03, Spring 2023

Instructor: Arlene G. Asuncion, Ph.D.
Office Location: Dudley Moorhead Hall 322
Telephone: (408) 924-5609
Email: arlene.asuncion@sjsu.edu
When contacting me by email, please write “Psyc 191” in the subject line.
Office hours: **Tues/Thurs 8:00 – 9:00 am.**
If my office hours conflict with your schedule, please email me to set up an appointment for a mutually available day/time. NOTE: Appointments outside of my regular office hours will be via ZOOM.
You are encouraged to contact me to discuss any concerns you may have regarding our class **as soon as possible** and/or **BEFORE** an exam or assignment date.
Class days/Time: **Tuesdays/Thursdays 1:30 – 2:45 pm**
This class is an **IN-PERSON** course, with some activities/assignments submitted online via CANVAS
Classroom: Dudley Moorhead Hall (DMH) 348
Prerequisites:

1. Completion of Core GE
2. Satisfaction of the Writing Skills Test (WST) or equivalent
3. Upper division standing (60 units or “junior” standing)
4. Completion of, or co-registration in, 100W
5. Completion of Introductory (General) Psychology course (Psyc 1 or equivalent)

GE/SJSU Studies Category: Area S of SJSU Studies (**NOTE: Psychology majors may use this course to fulfill BOTH the Area S and upper division Psychology major elective requirements)

Course Description

*Psychology of Prejudice will focus on the psychology of prejudice, inequality, & discrimination. While there are many aspects to prejudice (i.e. very broad-ranging social and political consequences for individuals and groups), **the purpose of this course is to explore the psychology of prejudice and discrimination in the US, the psychological factors involved, and the psychological effects on individuals and groups.***

From both theoretical and experiential perspectives, we will explore issues relating to those who hold prejudiced attitudes and those who are targets of those attitudes. We will examine prejudice relating to race, ethnicity, gender, age, and sexual orientation.

Class sessions will include in-person lectures, reaction/reflection activities, course practice/application assignments, and class discussions. Activities that focus on prejudice and diversity will be an important part of classroom events. The class will engage in small group and individual experiential exercises designed to facilitate intrapersonal and interpersonal awareness of issues related to prejudice, discrimination, racial/ethnic identity, etc.

Students will be given an opportunity to investigate topics in psychology related to prejudice and to practice applying critical thinking skills. Within the context of psychology, broad topic areas include (among others):

- stereotypes: formation, functions, maintenance, change
- the underlying psychological processes of prejudice: development & maintenance
- “old-fashioned” vs. “modern” racism
- ageism
- Sexism & sexual prejudice
- Stereotype/prejudice reduction

Course Format

This course is an **IN-PERSON class**, with some elements conducted through CANVAS. The course CANVAS site is the main online resource for this course. Students will need a computer/laptop/tablet or any electronic device which allows access to CANVAS. Also, students will need a word processing program (i.e., Word or equivalent) to complete and submit course assignments/activities.

The course CANVAS site will be updated regularly throughout the semester. This site is organized into course modules (Modules 0-3) and contains the following course material:

- Syllabus and tentative course schedule
- Course announcements
- Class activities/assignments
- Course Paper Assignments
- Exam study guides/review sheets

It has been a long-standing policy of mine NOT TO POST LECTURE NOTES/SLIDES or email my lecture notes to students. It is YOUR RESPONSIBILITY to get the lecture notes from one of your classmates if you miss class for any reason.

For help with using Canvas see [Canvas Student Resources page](#)

All course exams/quizzes will be taken during your regularly scheduled class days (either Tuesday or Thursday from 1:30 – 2:45 pm), except for the final (see class schedule for specific exam dates).

Also, due dates for papers, assignments, & discussion posts are indicated on the course schedule and on **CANVAS**. Unless otherwise noted, all course requirements will be due **NO LATER THAN 11:59 PM** on the designated due date.

Because some class sessions will involve group discussions (either in small groups or with the whole class), it is **imperative that students read before** each class meeting and come prepared to actively participate in class discussions. The success of this class is directly dependent on participation by students.

The course is organized into 5 CANVAS Course Modules that will cover the following topics & accompanying textbook chapters:

- Module 0: “Getting Started” – Introduction to Psyc 191
- Module 1: Introduction, Social Categorization, & Stereotype formation/maintenance (Chapters 1, 3, & 4)
- Module 2 part 1: Classical & Contemporary theories of Prejudice (Chapters 8 & 5)
- Module 2 part 2: Individual differences in Prejudice, & Experiencing Prejudice/Discrimination (Chapters 6 & 10)
- Module 3: Gender/Sexual Prejudice, Age, & Prejudice Reduction (Chapters 11, 12, & 13)

COURSE POLICIES/EXPECTATIONS

1. **“Netiquette”** -- Please use these general guidelines when emailing me. Also see CLASSROOM PROTOCOL section later in syllabus for policies/expectations for class discussions/meetings.
 - a. When emailing your professor (me)
 - Indicate your class in the subject line of your email (e.g., Psyc 191)
 - Please address me by my formal title, (e.g., Professor or Dr. Asuncion). When you send emails to your instructors, it is a “formal” mode of communication. So it is good practice for you to write your emails as you would if you were sending any type of professional/formal email.
 - Allow **AT LEAST 24 -48 hours for a reply** from me. If you email me on a Friday, the earliest you can expect me to respond is on the following Monday. I stop checking school emails at 4:00 pm. So emails sent to me after 4:00 pm won’t be read until the following morning at the earliest.
 - **DO EMAIL ME IN ADVANCE TO**
 - set up an individual appointment outside of my regular office hours if you have a schedule conflict
 - inform me of any emergency/medical/family situation that may affect your ability to complete a course activity/assignment/quiz **BEFORE** the due date.
 - *** NOTE: I will **REQUIRE** documentation of such situations to consider the possibility of an extension/make-up (see Make-up policy later in syllabus)

-- **DO NOT EMAIL ME TO**

-- ask when due dates are for activities/assignments/quizzes. Those are all listed on your course schedule and can be easily found there.

- b. ***** IMPORTANT:** There will be a Discussion board on CANVAS to post general questions about the course policies, assignments, activities, etc. Please post your general questions about the class on this discussion board and *DO NOT EMAIL ME DIRECTLY* about these.

I have found that several students usually have the same questions about activities, papers, or assignments and it is more efficient to answer these types of questions through the CANVAS discussion board so that all students can read my answers/responses.

2. Students' responsibilities/expectations

- a. **Students are responsible to know all due dates for assignments, activities, quizzes.**

Please MAKE A LIST of ALL due dates that you are responsible for and make sure your schedule allows you to meet all of the class deadlines for assignments, activities, papers, and exams/quizzes.

**** Forgetting or not knowing about a due date is NOT A VALID REASON for requesting a make-up or extension of any course requirement (see Make-up policy for details)*

- b. **Students are responsible for contacting me BEFORE any course assignment, activity, or exam/quiz is due (or no later than 3 days after), to inform me of any issues/conflict that may arise.**

If you have a conflict with a scheduled course requirement, then please **notify me IN ADVANCE** of the scheduled date so we can discuss this ahead of time (also, be ready to provide documentation). If something urgent has occurred (i.e., an emergency), then contact me as soon as possible and arrange to provide documentation.

For example, if your work supervisor has needed to make a last minute change to your work schedule and it now conflicts with a course requirement deadline, then **it is your responsibility to notify me promptly** and to provide me with a letter from your supervisor on company letterhead explaining this emergency. **Please see the Make-up Policy for more details you want to be aware of.**

- c. **Students are expected to CHECK OUR CANVAS PAGE REGULARLY** so you will be aware of important course announcements, reminders, and due dates.
- d. **Students are expected to turn in their own individual work on all activities, assignments, papers, and exams/quizzes.**

If you have any questions/issues regarding any of these policies, please email me directly to discuss them.

***** NOTE: MANY TOPICS IN THIS COURSE MAY EVOKE STRONG EMOTIONS. WITHIN THE FRAMEWORK OF INDIVIDUAL EXPRESSION, STUDENTS ARE EXPECTED TO SHOW RESPECT FOR OTHERS AND THEIR VIEWPOINTS, EVEN WHEN THOSE VIEWS ARE OPPOSED TO THOSE OF THE STUDENT.**

Program Information: Program Learning Outcomes (PLOs): Upon successful completion of the psychology major requirements...

- *PLO1 -- Knowledge Base of Psychology* -- Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- *PLO2 -- Research Methods in Psychology* -- Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
- *PLO3 -- Critical Thinking Skills in Psychology* -- Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.
- *PLO4 -- Application of Psychology* -- Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
- *PLO5 -- Values in Psychology* -- Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

GE Learning Outcomes (GELO) – SJSU Studies (AREA S)

One of the main goals of this Area S course is:

“Students will study the interrelationship of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, equality, and structured inequality in the U.S., its institutions, and its cultures”.

Upon successful completion of this course, students will be able to:

GELO #1: Describe how identities (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.

GELO #2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

GELO #3: Describe social actions which have led to greater equality and social justice in the U.S. (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).

GELO #4: Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

GE Course Content Learning Outcomes

All courses in Area S of SJSU studies must also include the following **Content Objectives** to promote the above student learning outcomes:

Diversity -- Issues of diversity shall be incorporated in an appropriate manner

Writing -- Written assignments should include both in-class and out-of-class writing, giving students practice and feedback throughout the semester. Evaluative comments must be substantive, addressing the quality and form of writing.. A single final term paper would not satisfy the requirement. A minimum of 3000 words of writing is required in a language and style appropriate for the discipline.

Civic learning -- Courses shall address the civic relevance of the topic in an appropriate manner.

Values clarification -- Students should demonstrate their ability to articulate and discuss their values, understand the source of those values, and engage in civil discourse.

Explanation of how course activity/assignments will be used in assessment of Area S Learning and Content Outcomes

GELO #1: Describe how identities (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality

Activities/Assignment(s) used in assessment:

1. Gender-themes in advertisements -- One of the main goals of this assignment is to give students the opportunity to examine how one major cultural influence (i.e., the media) affects identities within our society. Students' ability to analyze, discuss, and critically evaluate these media influences in their individual papers will be used to assess this objective.
2. Intergroup conflict analysis -- The main goal of this assignment is for students to describe how various, cultural, societal, cognitive, & psychological factors contribute to and/or are a consequence of the conflict between two groups (i.e., religious groups, gender groups, ethnic/racial groups, etc). Students ability to discuss and apply these influences in understanding intergroup conflict will be used to assess this objective.

GELO #2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

Activities/Assignment(s) used in assessment:

1. Interview paper assignment -- The purpose of this paper is to allow students to interview a person who has been the target of prejudice/discrimination to get a "first-hand" account of their experiences. The content of students' introduction section of their papers will be evaluated to assess their ability to describe the various processes outlined in this learning objective. The introduction section will be used specifically for this purpose since students will be required to describe the relevance of these processes to their interview findings.

GELO #3: Describe social actions which have led to greater equality and social justice in the U.S. (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age)

Activities/Assignment(s) used in assessment:

1. Individual reflection activity -- Students' performance on the Individual reflection activity on the topic of "Privilege" will be used in assessment of this objective. In particular, students' understanding of this issue, their ability to describe the arguments for and against it, and their knowledge of how it has impacted minorities and society as a whole will be evaluated.

GELO #4: Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

Activities/Assignment(s) used in assessment:

1. Class discussion activity -- Students' performance on the small group discussion activity regarding Stereotype/Prejudice reduction strategies will be used in assessing this objective. In this discussion, students will be required to describe at least three strategies they believe would be successful in reducing their negative stereotypes and/or prejudices about another social group and clearly explain the reasons they believe these strategies would be effective.

Content Objective #1: Diversity -- Issues of diversity shall of incorporated in an appropriate manner.

Activities/Assignment(s) used in assessment:

1. Discussion Board Posts -- Students' comments/posts on the course Discussion Board via Canvas regarding "Diversity in the Bay Area" will be used to assess this objective. In this assignment, students will explore whether or not the racial/cultural/ethnic diversity of the Bay Area makes prejudice/discrimination more or less likely.

Content Objective #2: Writing -- Written assignments should include both in-class and out-of-class writing, giving students practice and feedback throughout the semester. Evaluative comments must be substantive, addressing the quality and form of writing. A minimum of 3000 words of writing is required in a language and style appropriate for the discipline.

1. Interview assignment paper, intergroup conflict analysis paper, and Individual reaction/reflection activities -- Students' performance on these writing assignments will be used to assess this content objective. It should also be noted that students are highly encouraged to seek instructor feedback regarding the major writing assignments in the course to help improve their writing skills.

Content Objective #3: Civic Learning -- Courses shall address the civic relevance of the topic in an appropriate manner.

1. Individual reaction/reflection activities -- Students' writing within these activities will be reviewed to assess their ability to describe how the paper topics (i.e., privilege, "hate", etc) impact individuals as well as society as a whole.

Content Objective #4: Values Clarification -- Students should demonstrate their ability to articulate and discuss their values, understand the source of those values, and engage in civil discourse.

1. Individual Reaction/Reflection activity -- Students' performance on the Reflection activity writing assignment will be used to assess this content objective. In this paper, students are asked to write about their own prejudices, what they are, their development, their effects on themselves and on others, how and why they've changed or stayed the same.

***** NOTE:** All Area S Learning and Content Objectives will also be assessed through the Pre and Post assessment tests given at the beginning and end of the course. Students' performance on these tests will be used only to measure whether or not these objectives were met. Students' scores will not be used in computing their final course grade.

Explanation of how Pre and Post Assessment tests will be used in Assessment of Area S Learning and Content Objectives

1. To assess Learning Outcomes 1-4, multiple-choice items designed to measure students' understanding of the various factors and processes outlined in each learning objective will be included in the assessment tests. Students' performance on questions specifically related to each learning objective will be identified. Students' scores on these items at the beginning of the semester will then be compared with their scores at the end of the term to gauge whether taking this course increased their understanding of each of these processes.
2. To assess students' understanding of whether or not the Learning and Content Outcomes were met, the following activities/measures will also be included in the assessment tests:
 - a. Student ratings -- In the Post-Assessment test, students will also be asked to rate (on a likert- type scale) the extent to which they believed each Learning and Course Objective was met.
 - b. Student opinions of how course activities/assignments related to Learning and Content Objectives

In addition to their ratings, students will be asked to indicate which course activity/assignment they believed to be most relevant to each learning/content objective and to describe why they thought it was effective or ineffective in meeting the goals of each objective. This activity will not only help to measure students' understanding of the objectives and their goals, but it will also aid in making changes/modification/improvements to the course itself.

NOTE: "Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments or distinct academic units."

Course Learning Outcomes (CLOs): Upon successful completion of the Psychology of Prejudice course, students will be able to:

- CLO 1: Recognize and describe how prejudice shapes the experiences of people who are most often the targets of prejudice in the U.S. (i.e., racial, ethnic, gender, age, sexual orientation, etc).
- CLO 2: Recognize and describe the underlying psychological processes which, in conjunction with societal forces, lead to the development and maintenance of stereotypes and prejudice.
- CLO 3: Apply critical thinking skills to identify and analyze prejudicial beliefs and behaviors
- CLO 4: Articulate the effects of stereotypes and prejudice in their own experiences.

****** Required Texts/Readings ******

Textbook

PSYCHOLOGY OF PREJUDICE AND DISCRIMINATION. 3RD EDITION. Mary E. Kite & Bernard E. Whitley, Jr. 2016. Taylor & Francis.
ISBN: 978-1138947528

*Note: The text is available through the Spartan bookstore. But you can also buy or rent the text through Amazon.com or other book sources. The textbook is **REQUIRED** for the course.*

Course Requirements and Assignments

[University Policy S16-9](#), Course Syllabi requires the following language to be included in the syllabus:

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

YOUR FINAL GRADE IN THIS COURSE IS BASED ON THE FOLLOWING REQUIREMENTS :

1. **2 EXAMS (2 Exams 40 pts. each, 80 pts total) & 2 QUIZZES (2 Quizzes 20 pts. each, 40 pts total) – CLOs 1, 2, & 3**

There will be **2 IN-CLASS EXAMS** (worth 40 points each) & **2 IN-CLASS QUIZZES** designed to measure your knowledge and understanding of the material discussed in class lectures as well as your assigned textbook chapters. The final exam will NOT BE CUMULATIVE and will be based **ONLY** on the material covered in Module 3.

*** Students are expected to take all exams/quizzes with **NO OUTSIDE HELP** (e.g., no notes, textbook, study guides, the help of another person, etc.)

NOTE: THERE WILL BE NO MAKE-UP EXAMINATIONS GIVEN. Forgetting about an exam or not realizing there was an exam is **NOT A VALID REASON** for requesting a make-up exam (see Make-up policy later in syllabus). Again, it is **YOUR RESPONSIBILITY to know when all exams/quizzes are scheduled.**

2. **2 COURSE PAPER ASSIGNMENTS (worth 30 pts each. 2 Paper Assignments = 60 pts total) – CLOs 1, 2, & 3**

Each student will complete **two (2) course paper assignments – individual interview assignment and an intergroup conflict analysis.** These 2 assignments will be organized around the spheres ('isms) which we are investigating in this class (i.e. race, gender, sexual orientation, age, etc.)

Students will choose which spheres they would like to investigate in each assignment with the following limitation: for each student, each of the two activity assignments will involve work on different spheres.

For example, Student A chooses to do the interview assignment with a person living with a disability and the intergroup conflict analysis on issues of race (i.e., people of color and whites). This will help assure that each student has a chance to actively learn about different spheres of prejudice.

To receive complete credit on your papers, you must pay careful attention to grammar, spelling, sentence construction, etc. Spell and grammar checkers do not catch all errors - you must **PROOFREAD IT!** Even better, have someone else proofread it. **Papers that contain many spelling and grammatical errors will result in substantial point reduction.**

The two paper assignments are described below.

- a) **Interview Assignment (Maximum page length = 5 pages – reference page does NOT count toward the 5 page limit. Worth 30 pts) – CLOs 1, 2, & 3**

Your assignment is to choose someone from a target group to interview about their personal experiences with prejudice, discrimination, inequality, tolerance, etc. The interview should focus on their perspective as a target

group member, e.g. person of color or gay/lesbian or person living with a disability, or person with multiracial identity, etc.

You should choose a person to interview who belongs to a **DIFFERENT TARGET GROUP from yourself**. For example, if you are an Asian male, and are interested in interviewing a person based on their RACE/ETHNICITY, then you should interview someone who is NOT Asian. The reason for this is it allows you to learn more about the experiences/feelings of individuals who are different from yourself.

To prepare for the interview, I will provide you with a written guide to doing a good interview (See Canvas page for “Interview Guidelines” document). **In addition, you should find, read, and discuss in your paper at least 3 journal articles of your choice. In this discussion, it is important for you to describe how the content and/or findings of these articles are relevant to the experiences of the person you are interviewing.**

You should include discussion of these relevant articles in the Introduction and/or Discussion sections of your interview paper (see description of these sections below).

**** Also, students will spend some time in class in small groups helping each other devise interesting and appropriate interview questions. I will form the in-class groups based on your choice of interviewee.

For example, all students choosing to interview someone about their experiences with prejudice as a person living with a disability will be grouped together. The questions that the group creates will be submitted to me prior to interviews.

The person you interview may or may not be a relative or friend of yours. Arrange a time free from interruptions and other people in a setting comfortable for the person being interviewed. Take careful notes during the interview or tape it (with permission from the person being interviewed) and review it later.

*** Because of COVID precautions, you may conduct your interview using Zoom, Face-time, or any other app that will allow you to “see” your interviewee and observe his/her non-verbal behaviors as well as have a “real” conversation with him/her.

*** It is helpful to email your interview questions to your interviewee BEFORE you meet for your scheduled interview session. Having time to look over the interview questions helps the interviewee generate more thoughtful/detailed answers to your interview questions.

*** You will turn in a **5 page** typed, double-spaced summary (minimum 12 pt font and 1 inch margins) of the interview and your reactions. The written summary should include the following 5 sections and will be worth a total of 30 points:

- ◆ Introduction - explain who you chose and why; their relationship to you; which articles you read in preparation for the interview and discuss why you chose to include those specific articles in your paper. Also discuss any historical, social, political, and/or economic factors that may have contributed to any prejudice/discrimination your interviewee has experienced
- ◆ Methodology - setting, procedures, etc.; i.e. who was present; whether you taped, took notes, etc; any unusual aspects , e.g. their brother joined you half way through; in other words, anything that might influence your findings

- ◆ Findings - content of the interview, i.e. questions and responses (you can do this in a summary narrative format or in a question/response format; you are NOT required to summarize all interview questions/answers. You may choose to summarize a few of the most “interesting” ones)
- ◆ Responses to the interview – yours and the subject’s; be sure to include your emotional responses as well as your cognitive responses
- ◆ Discussion -- *discuss class readings and/or class lectures about prejudice and their relevance to your findings in this interview*, describe findings of any articles that are relevant to your interview and their implications for your findings (if you have not already done so in the “introduction”).
- ◆ Reference page – cite the articles that you discussed in your paper (the reference page will NOT count toward the maximum 5 page limit)

*** ADDITIONAL GUIDELINES/DIRECTIONS WILL BE PROVIDED ON CANVAS ***

b) Intergroup Conflict Analysis (Maximum page length = 5 pages. Worth 30 pts) – CLOs 1, 2, & 3

In this assignment, first think of an example of a real or fictitious conflict between groups. This conflict can be between racial/ethnic groups, religious groups, sporting groups, political groups, etc.

LIMITATION: Pick a different target group than the group you focused on in the Interview Assignment. For example, if you interviewed an individual because of their race/ethnicity, then DO NOT pick racial or ethnic groups who are experiencing conflict with one another for this assignment.

Once you have decided on a specific group conflict, then describe **A MINIMUM OF 5 specific course concepts from the class lectures and/or textbook** and clearly discuss how these concepts are relevant to and/or can be applied to understanding the causes and/or consequences of this conflict.

Possible specific relevant concepts may include (but not limited to): outgroup homogeneity, implicit bias, ingroup bias, etc....

Use the following format when completing this activity:

1. Brief description of the intergroup conflict -- which groups are involved in the conflict and the nature of the conflict. Note any historical, social, or economic factors that contribute to this conflict.
2. Number each of the relevant course concepts (i.e., 1, 2, 3, etc.) and underline the specific course concept. Then provide a clear, concise explanation/discussion describing how this concept is a factor contributing to or a consequence of this conflict.

Here's a brief example of what I'm looking for in this activity:

Group A and Group B have experienced conflict with one another for many years in our country. The groups do not like one another and members of the groups have also treated each other very badly and have shown negative behaviors towards each other. *** Obviously, your description of the group conflict will be much

more descriptive than this example. This description should be between at least half a page and no more than 1 page long.

Then after the description of the intergroup conflict, start with your discussion of the minimum **5 SPECIFIC COURSE CONCEPTS**

For example,

1. ingroup bias -- Members of Group A will think their group is better than Group B and vice versa. This contributes to the group conflict because group members will favor their own group over the other group. Also, group members will think less favorably about and treat the members of the other group more negatively than their own group.

Then continue with #2, #3, #4, & #5 (or more)

******LIMITATION: DO NOT INCLUDE INGROU BIAS as one of your 5 course concepts. Please describe 5 other course concepts (not ingroup bias) in your analysis.**

***** Also, make sure to discuss SPECIFIC (not general) concepts. General constructs like “stereotypes,” “prejudice”, and “discrimination” are TOO BROAD and will NOT be accepted as a “specific” concept.**

***** ADDITIONAL GUIDELINES/DIRECTIONS WILL BE PROVIDED ON CANVAS *****

*****NOTE: LATE PAPER ASSIGNMENTS WILL NOT BE ACCEPTED.** *Forgetting about a paper assignment or not realizing when the due date was is **NOT A VALID REASON** for requesting a late paper submission (see Make-up policy in syllabus).* Again, it is **YOUR RESPONSIBILITY to know when all paper assignments are due.**

3. Individual Reaction/Reflection Activity (10 pts each. 3 activities = 30 pts total) – CLOs 3 & 4

You will also complete a total 3 individual reaction/reflection activities in this course (1 activity within each Module 1-3). These reaction/reflection activities will ask for your thoughts, feelings, and reactions toward a particular topic relevant to the course concepts.

You may be asked to reflect on a short article, video, or prompt that will be described more in detail on our course Canvas page.

These reaction/reflection activities will usually be 1-2 page typed, double-spaced papers submitted on Canvas no later than the designated day/time indicated in the course schedule.

NOTE: LATE SUBMISSIONS WILL NOT BE ACCEPTED. *Forgetting the due date is **NOT A VALID REASON** for requesting a late submission (see Make-up policy in syllabus).* Again, it is **YOUR RESPONSIBILITY to know when due dates are.**

4. Course Practice/Application Assignments (10 pts each. 2 activities = 20 pts total) – CLOs 2, 3, & 4

You will also complete 2 assignments that will have you “practice” or apply a specific class concept to your own life experiences. Details of these course practice/application assignments are provided on our Canvas page. Due dates for these assignments are indicated on Canvas as well as on our class schedule.

NOTE: LATE ASSIGNMENTS WILL NOT BE ACCEPTED. *Forgetting the due date is NOT A VALID REASON for requesting an extension (see Make-up policy in syllabus).* Again, it is **YOUR RESPONSIBILITY to know when due dates are.**

5. Class participation (Module 0 activities 5 pts; Pre & Post test Assessments 10 pts; 5 Class Discussions 15 pts; Interview paper activities 5 pts) Total class participation = 35 pts total). CLOs 1-4

Class participation will be assessed through your completion of the Module 0 activities (discussion posts and syllabus quiz) Pre & Post-test Assessments (see course schedule for day/time), participation in class discussions, and submission of the interview paper activities.

a. Module 0 activities (discussion posts & syllabus quiz): 5 points total

In Module 0 (introduction to class), you will complete some discussion posts (2 pts) as well as submit a brief syllabus quiz (3 pts). See course schedule for due dates/time. These activities are worth a total of 5 points.

b. Pre & Post-test Assessments (5 pts each): CLOs 1, 2, & 3

The Pre & Post-test assessments will NOT count toward your final course grade. But since Psyc 191 is a SJSU Studies course in Area S, I am required to provide “evidence” that students are meeting the GE Learning and Content Outcomes outlined earlier in this syllabus. One way I do that is to show that your knowledge & understanding of the course material has improved from BEFORE you took the class to AFTER you have almost completed the course.

Again, your scores on the Pre & Post-test assessments will NOT count toward your final course grade. But you will earn a total of 10 points for completing/submitting both assessments no later than the designated day/time indicated on the course schedule.

c. 5 Class discussions (3 pts each): CLOs 1-4

There are 5 in-class discussions scheduled throughout the semester. Your participation in these discussions (as verified by groups’ submission at the end of each class) will be worth 3 points. See course schedule for dates. Your active participation in class discussions are worth a total of 15 points.

d. Interview paper activities: (5 points total): CLOs 1, 2, & 3

There are 2 interview paper activities for which you will earn participation points. Submission of the target group of your interviewee (2 pts) and the additional interview questions generated by your interview group (3 pts). See course schedule for due dates/times. These activities are worth a total of 5 points.

FINAL EXAMINATION

The date for your final examination is listed on the course schedule. The final for this course is **NOT CUMULATIVE** and will only cover material in Module 3.

The format for the final exam will follow the same format as previous exams (40 multiple choice questions). It will be worth 40 points total.

The date and time of the final exam is determined by SJSU'S Final Exam schedule for Spring 2023. Per university policy, the final exam must be scheduled on the date/time indicated by SJSU for classes meeting on TTH at 12:00 pm

***IMPORTANT:

Take special note of the Final Exam date and time. Final exams are scheduled by the University so as to minimize conflicts based on class schedules.

Because final exams are scheduled for some time after the last day of instruction, it is IMPORTANT that you keep to that scheduled date/time so you can complete the course and your grade can be submitted to the University by the University's grading deadline.

GRADING INFORMATION

Your final course grade is based on the 2 exams, 2 quizzes, 2 course paper assignments, 3 individual reaction/reflection activities, 2 course practice/application assignments, & class participation (Module 0 activities, pre/post-test assessments, class discussions, interview paper activities)

Failure to submit a course requirement will result in a score of 0 points for that missing assignment.

It is a STUDENT'S RESPONSIBILITY to request a make-up for missed requirements (see Make-up policy) and any missed requirement must be completed *before* the last day of instruction (Thursday, 5/11 by 11:59 pm).

Grading summary:	Points	% of course grade
2 Exams (40 pts each)	80	~30%
2 Quizzes (20 pts each)	40	~15%
2 Course Paper Assignments		
Interview Assignment	30	~11%
Intergroup Conflict Analysis	30	~11%
3 Individual Reaction/Reflection Activities (10 pts each)	30	~11%
2 Course Practice/Application Assignments (10 pts each)	20	~8%
Class Participation		
Module 0 activities	5	~2%
Pre & Post-test Assessments (5 pts each)	10	~4%
5 Class discussions (3 pts each)	15	~6%
Interview paper activities	5	~2%
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Total points	265	100%

Final grades will be based on the percentage of total points you earn. The following grading scale will be used to compute your final course grade. I will also use conventional rules to “round” your course percentage. So .5 and above will be rounded “up” (i.e., 89.5% will be rounded up to 90%), and .4 and below will be rounded “down” (i.e., 89.4% will be rounded down to 89%).

GRADING SCALE

Grade	Points	Percentage
<i>A plus</i>	260-265	98 to 100%
<i>A</i>	246-259	93 to 97%
<i>A minus</i>	239-245	90 to 92%
<i>B plus</i>	233-238	88 to 89%
<i>B</i>	220-232	83 to 87%
<i>B minus</i>	212-219	80 to 82%
<i>C plus</i>	207-211	78 to 79%
<i>C</i>	193-206	73 to 77%
<i>C minus</i>	186-192	70 to 72%
<i>D plus</i>	180-185	68 to 69%
<i>D</i>	167-179	63 to 67%
<i>D minus</i>	158-166	60 to 62%
<i>F</i>	157 and below	59% and below

NOTE: For upper division GE courses (R, S, V):

“Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.”

***** EXTRA CREDIT (10 pts possible)**

Extra credit opportunities will be offered at the discretion of the instructor. Any opportunities for extra credit will be announced on CANVAS. Please check our CANVAS page for a description of the possible extra credit opportunities available to you.

***** EXTRA CREDIT OPPORTUNITY SUBMISSIONS ARE DUE NO LATER THAN THURSDAY, 5/11 AT 11:59 pm (NO EXCEPTIONS – NO LATE SUBMISSIONS WILL BE ACCEPTED)**

MAKE-UP POLICY

A make-up or extension on a course requirement will be considered *ONLY under serious and DOCUMENTED circumstances*

Where such circumstances exist, *it is YOUR RESPONSIBILITY to notify me by email as soon as possible and NO LATER THAN 3 DAYS AFTER THE DATE OF THE MISSED CLASS REQUIREMENT. Be ready to provide documentation.*

Appropriate documentation (e.g., a doctor's note or note from your work supervisor stating you were called in to work at the last minute) is **required for a make-up to receive full credit.**

If you are unable to provide documentation, and you have serious and extenuating circumstances that prevented you from fulfilling a course requirement as scheduled, then please email to discuss with me.

NOTE: Without proper documentation, **points will be deducted** for any make-up work submitted.

******* Again, it is important you inform me **BEFORE** any assignment/exam/quiz is due. I am more likely to be able to help with any issues if I know about them before than after a due date.

******* The **LAST DAY OF INSTRUCTION** for this course is **THURSDAY, 5/11**. I will **NOT ACCEPT** any late/missing assignments or offer any **EXTRA** credit opportunities **AFTER THIS DATE.**

Classroom Protocol

Please practice the following guidelines.

1. CLASS MEETINGS/DISCUSSIONS

- Please **TURN OFF** all cell phones & **DON'T TEXT** during class time. If you receive an important call/text during class, please step outside of the classroom should you need to respond.
- Please do not talk when your instructor or other students are speaking.
- Please **REMOVE** all head/ear phones during class.
- If you arrive late (or have to leave early), please do so quietly and sit in the back of the room to limit distractions.
- **Please be respectful of other people's experiences, comments, thoughts, opinions, etc. even if you might not agree with what they are saying.**
- I hope these class discussions can be a "safe" place where all students feel comfortable to share their own thoughts, experiences, and beliefs without being "judged" by others.

- As educated adults, we should be able to engage in thoughtful debate and discussion with one another without any fear of personal attacks/judgments from others.

2. USE OF LAPTOPS IN THE CLASSROOM

Laptops are permitted in the classroom for **NOTE-TAKING PURPOSES ONLY**. If you use a laptop to take notes, please sit at the back or on the sides of the classroom so that your screen will not be a distraction to the rest of the students in class.

Use of laptops for any other purposes (e.g., non-class related activities like emailing friends, surfing the web, watching YouTube, or checking social media) will not be permitted. Students not abiding by these guidelines will be asked to turn off their laptop and will not be allowed to bring it into the classroom in the future.

Public Sharing of Instructor Material:

In accordance with University Policy S12-7, course material developed by the instructor are the intellectual property of the instructor and cannot be shared publically without his/her approval. You may not publically share or upload any instructor-generated material for this course such as lectures, study guides, or test questions without instructor consent.

University Policies

Per [University Policy S16-9](#), relevant university-wide policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g., learning assistance, counseling, and other resources) are listed on [Syllabus Information web page \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php\)](#). Make sure to visit this page to review and be aware of these university policies and resources.

PSYC 191/Psychology of Prejudice, SPRING 2023

Tentative Course Schedule

NOTE: Instructor reserves the right to change the dates for exams, quizzes, activities, and assignments. Students will be informed in class and via CANVAS of any changes made to the schedule.

Course Schedule

Module	Date	Topics and Chapter readings	Assignments and DUE dates *** ALL ASSIGNMENTS DUE BY 11:59 PM on the designated dates via CANVAS (unless otherwise noted)
MODULE 0 R 1/26	R 1/26	“Getting started” -- Introduction to class	Module 0 Discussion board posts – DUE
MODULE 1 1/31 – 3/2		INTRODUCTION, SOCIAL CATEGORIZATION, & STEREOTYPE FORMATION/MAINTENANCE Readings: Chapters 1, 3, & 4	
	T 1/31	Lecture: Introduction to stereotypes/prejudice/discrimination Small group discussion #1 Chapter 1	Syllabus “quiz” – DUE *** Each group will submit a copy of their discussion on CANVAS by 3 pm
	R 2/2	Lecture: Stereotype formation Chapter 3	Pre-test Assessment – DUE
	T 2/7	Lecture: Stereotype formation (con’t) Small group discussion #2 (Diversity in the Bay Area) Chapter 3	*** Each group will submit a copy of their discussion on CANVAS by 3 pm
	R 2/9	Lecture: Stereotype maintenance Overview of Interview paper assignment Chapter 3 & “Privilege” – Johnson reading (see Canvas for details)	INTERVIEW PAPER ASSIGNMENT – SUBMIT the TARGET GROUP of your interviewee (see Canvas page for details)
	T 2/14	Lecture: Stereotype maintenance (con’t) Chapter 4	Individual Reaction/Reflection Activity – on “Privilege” DUE
	R 2/16	Interview groups formed to brainstorm & generate additional interview questions.	INTERVIEW QUESTIONS *** Each group will submit a copy of their interview questions on Canvas at the end of class for instructor approval
	T 2/21	Lecture: Role of Affect in stereotyping Chapter 4	Course Practice/Application Assignment IAT Activity DUE

Module	Date	Topics and Chapter readings	Assignments and DUE dates *** ALL ASSIGNMENTS DUE BY 11:59 PM on the designated dates via CANVAS (unless otherwise noted)
	R 2/23	Lecture: Role of Cognition in stereotyping, IAT videos & discussion Chapter 4	
	T 2/28	Wrap-up of Module 1 and Exam 1 review/questions.	Reminder: Bring Scantron 882e on Thursday for Exam 1.
	R 3/2	MODULE 1 EXAM – Class lectures & Chapters 1, 3, & 4 40 multiple choice questions (worth 40 points)	
MODULE 2 Part 1 3/7 – 3/23		CLASSICAL & CONTEMPORARY THEORIES OF PREJUDICE Readings: Chapters 8 & 5	
	T 3/7	Lecture: Classical theories of prejudice Small group discussion #3 on “Confronting prejudice” Chapter 8	*** Each group will submit a copy of their discussion on Canvas at the end of class
	R 3/9	Lecture: Contemporary theories of prejudice Chapter 5	INTERVIEW PAPER ASSIGNMENT DUE BY 11:59 PM
	T 3/14	Lecture: Contemporary theories of prejudice (con’t) Chapter 5	
	R 3/16	INTERGROUP CONFLICT ANALYSIS PAPER ASSIGNMENT class discussion (see Canvas for details)	Individual Reaction/Reflection Activity – “Hate” DUE (see Canvas for details)
	T 3/21	Wrap-up & Review for QUIZ 1	Reminder: Bring Scantron 882e on Thursday for Quiz 1
	R 3/23	MODULE 2 Part 1 QUIZ 1 – Class lectures & Chapters 8 & 5 20 multiple choice questions (worth 20 points)	
	3/28- 3/30	SPRING BREAK -- NO CLASSES	

Module	Date	Topics and Chapter readings	Assignments and DUE dates *** ALL ASSIGNMENTS DUE BY 11:59 PM on the designated dates via CANVAS (unless otherwise noted)
MODULE 2 Part 2 4/4 – 4/20		INDIVIDUAL DIFFERENCES IN PREJUDICE & EXPERIENCING PREJUDICE/DISCRIMINATION Readings: Chapters 6 & 10	
	T 4/4	Lecture: Prejudiced personality Small group discussion #4 on “Microaggressions” Chapter 6	*** Each group will submit their Microaggression activity discussion on Canvas at the end of class
	R 4/6	Lecture: Processing differences Chapter 6	
	T 4/11	Lecture: Experiencing prejudice – stereotype threat Chapter 10	INTERGROUP CONFLICT ANALYSIS PAPER DUE BY 11:59 PM
	R 4/13	Lecture: Experiencing prejudice (con’t) – stigmas and self-esteem Chapter 10	
	T 4/18	Wrap-up of Module 2 Part 2 and Quiz 2 review/questions	Reminder: Bring Scantron 882e on Thursday for Quiz 2
	R 4/20	MODULE 2 Part 2 QUIZ 2 – Class lectures & Chapters 6 & 10 20 multiple choice questions (worth 20 points)	
MODULE 3 4/25 – Final exam		GENDER/SEXUAL PREJUDICE, AGE, & PREJUDICE REDUCTION Readings: Chapters 11, 12, & 13	
	T 4/25	Lecture: Gender/Sexism Chapter 11	
	R 4/27	Lecture: Sexual prejudice Chapter 11	
	T 5/2	Lecture: Ageism Chapter 12	Individual Reaction/Reflection Activity – “Reflection paper” DUE
	R 5/4	Lecture: Ageism (con’t) Chapter 12	Post-test Assessment – DUE

Module	Date	Topics and Chapter readings	Assignments and DUE dates *** ALL ASSIGNMENTS DUE BY 11:59 PM on the designated dates via CANVAS (unless otherwise noted)
	T 5/9	Lecture: Prejudice reduction Chapter 13 ***READ PRIOR TO 5/11***	Course Practice/Application Assignment – “Ageism” DUE
	R 5/11	Wrap-up of Module 3 and Final exam (Module 3 exam) review/questions Stereotype/Prejudice Reduction Strategies Small group discussion #5	*** Each group will submit a copy of their discussion of 3 specific stereotype/prejudice reduction strategies on Canvas at the end of class ***LAST DAY TO TURN IN EXTRA CREDIT OPPORTUNITY*** See Canvas for details (10 extra credit points maximum)
FINAL EXAM	W 5/17	12:15 – 1:30 pm	Reminder: Bring scantron 882e for final exam. MODULE 3 EXAM (Final exam) – Class lectures & Chapters 11, 12, & 13 40 multiple choice questions (worth 40 pts)