San José State University
Psychology Department
Psyc 191, Psyc of Prejudice, Sections 02 and 03, Fall 2010

Instructor: Arlene G. Asuncion, Ph.D.

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NOTE: When contacting me by email, please put “PSYC 191 (10:30 or 1:30) in the subject line

Webpage: Course syllabus, schedule, assignments, and other materials may be downloaded from Dr. Asuncion’s faculty webpage.
http://www.sjsu.edu/people/arlene.asuncion

Office Hours: TR 12:00-1:15 pm and by appointment

Class Days/Time: TR 10:30-11:45 am (Section 02)
                TR 1:30-2:45 pm (Section 03)
Classroom: DMH 356 (Section 02)
          DMH 356 (Section 03)

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

GE/SJSU Studies Category: AREA S of SJSU Studies

IMPORTANT NOTE: For students with continuous enrollment as of Fall 2005

“Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments or distinct academic units.”
Course Description

Class sessions will include lectures, presentations by students in the class, in-class writing, discussions, and films. 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.

Many class sessions will involve group discussions – either in small groups or in the whole class group. Therefore it is imperative that students read before each class and come prepared to actively participate in class discussions. The success of this class is directly dependent on participation by students.

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.

Course Goals and Student Learning Objectives

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, sexual orientation, age, etc.

The student learning goals for completion of the Psychology of Prejudice course are:

Students will be able to recognize and describe how prejudice shapes the experiences of people who are most often the targets of prejudice in the US, i.e. racial, ethnic, gender, sexual orientation, age, abilities, etc.

Students will be able to recognize and describe the underlying psychological processes which, in conjunction with societal forces, lead to the development of prejudice.
Students will be able to apply critical thinking skills to identify and analyze prejudicial beliefs and behaviors.

Students will be able to articulate the effects of prejudice in their own experiences.

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):

- the underlying psychological processes of prejudice and discrimination
- the development of prejudice
- stereotypes - formation, purposes, maintenance, how they change
- racism and sexism
- prejudice against gays and lesbians, prejudice against people with disabilities, and
- prejudice against the elderly

SJSU Studies (AREA S) Learning Outcomes (LO)

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

“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”.

Therefore, in addition to the general course objectives discussed above, students who successfully complete this course shall be able to:

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

Learning objective #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).

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

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 objectives:

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 Objectives

Learning Objective #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. **Media watch analysis** -- 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.

Learning Objective #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 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.

2. **In-class writing** -- Students’ performance on two in-class writing assignments will also be used to assess this learning objective. Specifically, the writing assignments on the Japanese internment camps during WWII and on “Racial profiling” are particularly relevant since they seem to relate most directly to processes described under this objective.

3. **Class participation (Tunnel of Oppression activity/paper—Spring semesters only)** -- Students’ reflections about and responses to questions about their visit to the “Tunnel of Oppression” will also be used to assess this objective. As described earlier in the greensheet, this particular activity is specifically designed to increase students’ awareness of these processes and their impact on equality and inequality in the U.S.

Learning Objective #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. **In-class writing** -- Students’ performance on the in-class writing assignment regarding the topic of Affirmative Action 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.
Learning Objective #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. Out-of-class writing (Stereotype reduction paper) -- Students' performance on the Stereotype reduction paper will also be used in assessing this objective. In this paper, 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. In-class writing -- Students' performance on the in-class writing assignment 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 paper, Media watch analysis, in-class writing, and out-of-class papers -- Students' performance on all 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. In-class writing -- Students' in-class writing assignments will be reviewed to assess their ability to describe how the paper topics (i.e., racial profiling, affirmative action, etc) impact individuals as well as society as a whole.

2. Class participation (Tunnel of Oppression activity/paper) -- Students' understanding of how the issues presented in the Tunnel impacts society will also be assessed in this activity.
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. Out-of-class writing (Reflection paper) -- Students’ performance on the Reflection paper 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.

2. In-class discussions -- Students’ participation in in-class discussions will also be used to assess this objective.

*** 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 Objectives 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 Objectives 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.

Required Texts/Readings

Textbook


Classroom Protocol

Out of respect for myself and your fellow classmates, I ask that everybody try to practice the following guidelines to help the class run more smoothly as well as to limit the amount of distractions that occur.

1. Please turn off all pagers, cell phones, & watch alarms prior to entering classroom.
2. If you arrive late, please come in as quietly as you can and sit in the back of the room.
3. If you have to leave early, please do so quietly and sit next to the door so you don’t distract other people.
4. Don’t talk when your instructor is speaking or when other students are asking questions.
5. Please be respectful of other people’s experiences and comments even though you might not agree with what they are saying.

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 the class.

Use of laptops for any other purposes (e.g., non-class related activities like emailing friends or surfing the web) 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.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html. Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/. Students should be aware of the current deadlines and penalties for adding and dropping classes.
Assignments and Grading Policy

Your grade in the class will be based on the following requirements.

1. Examinations (150 pts total)

There will be 3 in-class exams and they will consist of 30 multiple choice questions and 2 short answer essay questions. Exams will be designed to measure your knowledge and understanding of the material discussed in lecture as well as your textbook. Each multiple choice question will be worth 1 point each and the essay questions will be worth 10 points each. So each exam will be worth a total of 50 points. The final exam will not be cumulative and will be based only on the material covered after Exam 2.

You will need a SCANTRON 882E, a #2 pencil, and a good eraser for each exam. No bluebook is necessary.

NOTE: THERE WILL BE NO MAKE-UP EXAMINATIONS GIVEN.

2. Activity Assignments

Each student will participate in two activity assignments – individual interview and a media-watch analysis. These 2 assignments will be organized around the spheres (‘isms) which we are investigating in this class, i.e. race, gender, sexual orientation, abilities, and age.

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 media watch investigation of issues of race and does an interview with a person with a disability. This will help assure that each student has a chance to actively learn about different spheres of prejudice.

The interviews will be completed and graded individually. However, the media analysis will have both a group and an individual component. For the group aspect of the analysis, the whole group will receive the same grade. The individuals will receive a separate grade for the individual component.
The two activities are described below.

**a) Interview Assignment (Individual paper = 20 pts)**

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 with a disability, or person with multiracial identity, etc.

To prepare for the interview, I will provide you with a written guide to doing a good interview. 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 on the basis of your choice of interview. For example, all students choosing to interview someone about their experiences with prejudice as a person 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.

You will turn in a **4-5 page typed summary of the interview and your reactions**. The written summary should include the following 5 sections and will be worth a total of 20 points:

1. **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.

2. **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.

3. **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).
♦ 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

♦ Reference page – cite the articles that you discussed in your paper

b) Media watch analysis (Individual paper = 20 pts, Group paper = 10 pts, Group presentation = 10 pts)

You and members of your group will observe and record how people from the sphere you are assigned to investigate are portrayed on television and/or in print advertisements. A detailed description of the assignment will be presented to you later in class.

For the group portion of this assignment, each group will:

1) perform planned observations;
2) prepare a three-page report describing their methodology and summarizing their findings (worth 10 pts)
3) present the findings in class and lead a discussion (worth 10 pts).

For the individual portion of this assignment, each student will write a 3-5 page report (worth 20 pts) in which he/she will:

1) analyze and discuss what their whole groups’ findings mean
2) relate their findings to material discussed in lecture and in the text
3) discuss the findings of 3 journal articles and how they are relevant to your findings
4) describe the implications of their findings for the “real” world
5) discuss any limitations of your analysis and suggest future issues to analyze
6) include a reference page citing the articles you used

Just as in the interview paper, each student will be required to include a discussion of at least 3 journal articles in the individual portion of this assignment. In this discussion, you need to describe a.) why you chose the articles that you did; and b.) how their content and/or findings are relevant to your media findings.
3. **In-class writing (10 pts).** Several times during the semester, you will be asked to write about your own opinions, beliefs, values, and reflections about videos we will watch in class and/or “controversial” topics relevant to the issues of prejudice/discrimination/equality/inequality. Some of the topics you may be asked to write about include “racial profiling”, “same-sex marriages”, “affirmative action,” and the Japanese internment camps during WWII. In addition to writing about your own values regarding these topics, you will also be asked to discuss the civic relevance of this topic for the “real” world. In other words, I want you to discuss what you think the implications are of each of these topics for people in general and for society as a whole.

4. **Out-of-class writing (10 pts total).** In addition to the in-class writing, you will be required to write two short papers (maximum 3 pages each). These include:

   a. **Stereotype reduction paper (5 pts).** This assignment will be a paper describing a negative stereotype/prejudice you may have about another group and discussing how you might reduce this it. In this paper, you will describe your negative attitudes about a particular group, where you think your prejudice comes from, and describe at least 3 ways in which you can reduce the negative prejudice that you feel about this group. To prepare for this paper, you may want to read Chapter 9 in your text to get some ideas. In writing this paper, please **discuss at least 3 ways in which your negative prejudice can be reduced** and clearly explain why you think these ways would be successful. Maximum length of this paper is 3 typewritten double-spaced pages.

   b. **Reflection paper (5 pts).** In this paper, you will describe your reflections on what you learned in this class about your own prejudices -- what they are, their development, their effects on you, how and why they’ve changed this semester or why they’ve stayed the same, etc. To prepare for this paper, you may want to keep some kind of personal journal or personal notes throughout the course. Maximum length of this paper is 3 typewritten double-spaced pages. This will be due about one week before the last class.

5. **Class discussions & participation (10 pts total).** Because this is in part an experiential class, attendance and participation are crucial. You cannot participate if you do not come to class. Thus, absences will diminish the level of participation you can achieve in the class, and will reduce your grade. Many classroom activities and discussions will supplement the reading and students are responsible for all material, assignments, and explanations given in class, even if they were absent.
Important Notes:

1) 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.**

2.) **STUDENTS ARE STRONGLY ENCOURAGED TO SEEK INSTRUCTOR FEEDBACK ON THE MAJOR WRITING ASSIGNMENTS (Interview paper, Media analysis report) IN THIS COURSE.**

I would be happy to look over rough drafts of your papers and give you feedback about the content and quality of your writing to help you get the best grade possible on your writing assignments.

*** However, I can only give you meaningful constructive feedback if you give me your rough draft at least 1 WEEK prior to the paper’s due date! I cannot read and give feedback on drafts that are submitted to me right before the paper is due. Also, you need sufficient time to address any feedback and/or problems with your paper before it is due.

So to receive feedback on your papers, please plan ahead and give me your drafts early (see course schedule for rough draft turn-in dates) so you can take advantage of this opportunity to improve your papers.

3) Papers handed in late will be lowered by one full grade for each day late (e.g. an A paper would become a B; a B paper would become a C, etc).

4) Note that part of the media analysis will be done in groups. It is up to group members to decide how to organize the material (handouts, posters, etc.) that they present to the class and how to handle class questions and discussion. I understand that people’s willingness to speak in public varies and that there are many different ways a group member can participate in group events. Therefore, groups are urged to assess their members’ talents and make the best use of them. The entire group will get the same grade on the group portion of this assignment so it is important that each member of the team do all they can to help organize the presentation. I encourage you to be creative, bring visual aids, bring examples from the public press, etc.
Grading summary:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (50 pts each)</td>
<td>150</td>
</tr>
<tr>
<td>Interview paper</td>
<td>20</td>
</tr>
<tr>
<td>Media analysis report (individual portion)</td>
<td>20</td>
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<tr>
<td>Media analysis report (group portion)</td>
<td>10</td>
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<tr>
<td>Group presentation of media analysis</td>
<td>10</td>
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<tr>
<td>In-class writing</td>
<td>10</td>
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<tr>
<td>Out-of-class writing</td>
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<tr>
<td>Stereotype reduction paper</td>
<td>5</td>
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<tr>
<td>Reflection paper</td>
<td>5</td>
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<tr>
<td>In-class discussions &amp; participation</td>
<td>10</td>
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Total possible points: 240

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>235-240</td>
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<tr>
<td>A</td>
<td>226-234</td>
</tr>
<tr>
<td>A-</td>
<td>216-225</td>
</tr>
<tr>
<td>B+</td>
<td>211-215</td>
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<tr>
<td>B</td>
<td>202-210</td>
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<tr>
<td>B-</td>
<td>192-201</td>
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<tr>
<td>C+</td>
<td>187-191</td>
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<tr>
<td>C</td>
<td>178-186</td>
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<tr>
<td>C-</td>
<td>168-177</td>
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<tr>
<td>D+</td>
<td>163-167</td>
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<td>D</td>
<td>154-162</td>
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<td>D-</td>
<td>144-153</td>
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<td>&lt; 143</td>
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University Policies

Academic integrity

Students should know that the University’s Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic coursework. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.
Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http://www.sjsu.edu/larc/.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Activity</th>
<th>Material Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Th 8/26</td>
<td>Introduction to class</td>
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<tr>
<td>T 8/31</td>
<td>Chapter 1: Intro to study of Stereotyping &amp; prejudice</td>
<td>Small group discussion on meaning of stereotypes/prejudice/discrimination</td>
<td>Bring scantron 882e to next class (Tuesday)</td>
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<tr>
<td>Th 9/2</td>
<td>Chapter 1 (con’t)</td>
<td>PRETEST ASSESSMENT</td>
<td>Begin thinking about whom you would like to interview</td>
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<tr>
<td>T 9/7</td>
<td>Chapter 2 Origin &amp; maintenance Of stereotypes &amp; prejudice</td>
<td>In-class writing #1 -- &quot;Diversity and discrimination&quot;</td>
<td>Hand in target group identity of person you intend to interview</td>
</tr>
<tr>
<td>Th 9/9</td>
<td>Chapter 2 (con’t)</td>
<td>Interview assignment reviewed. Interview groups formed and meet to construct interview questions</td>
<td>Interview groups turn in questions</td>
</tr>
<tr>
<td>T 9/14</td>
<td>Chapter 2 (con’t)</td>
<td>Revised discussion questions returned to each interview group</td>
<td>If interview questions approved, start interview.</td>
</tr>
<tr>
<td>Th 9/16</td>
<td>Chapter 2 (con’t)</td>
<td>Video: Japanese Internment camps during WWII</td>
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<td></td>
<td></td>
<td>In-class writing #2 -- “Internment camps”</td>
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</tr>
<tr>
<td>T 9/21</td>
<td>Chapter 3 Feeling vs. thinking in the activation of stereotypes</td>
<td></td>
<td>Turn in Rough Drafts Of interview paper (optional)</td>
</tr>
<tr>
<td>Th 9/23</td>
<td>Chapter 3 (con’t)</td>
<td></td>
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<tr>
<td>T 9/28</td>
<td>Video: Killing Us Softly III</td>
<td>Review media watch assignment &amp; form media groups</td>
<td>Interview reports DUE</td>
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<tr>
<td></td>
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<td>Hand in 3 research questions/issues for media watch analysis</td>
<td>Read article on “Myths of Affirmative Action” for next class (Th 9/30)</td>
</tr>
<tr>
<td>Th 9/30</td>
<td>Review for Exam 1</td>
<td>In-class writing #3 -- “Affirmative Action”</td>
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<tr>
<td>T 10/5</td>
<td>EXAM 1 (CHAPTERS 1-3)</td>
<td></td>
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<tr>
<td>Th 10/7</td>
<td>Chapter 4 The prejudiced personality</td>
<td>Media groups meet to discuss feedback about research questions</td>
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<tr>
<td>T 10/12</td>
<td>Chapter 5 Old fashioned vs. Modern racism</td>
<td>Media groups meet</td>
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<tr>
<td>Th 10/14</td>
<td>Chapter 5 (con’t)</td>
<td>Media groups meet</td>
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<tr>
<td>T 10/19</td>
<td>Chapter 6 Experiencing prejudice</td>
<td>Media groups meet</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Activity</td>
<td>Material Due</td>
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<td>Th 10/21</td>
<td>Chapter 6 (con’t)</td>
<td>Media groups meet</td>
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<tr>
<td>T 10/26</td>
<td>Review for Exam 2</td>
<td>LAST MEDIA GROUPS MEETING BEFORE PRESENTATIONS</td>
<td>Turn in rough drafts of media analysis paper (optional)</td>
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<tr>
<td>Th 10/28</td>
<td></td>
<td>EXAM 2 (CHAPTERS 4-6)</td>
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<tr>
<td>T 11/2</td>
<td></td>
<td>MEDIA WATCH PRESENTATIONS</td>
<td>*** MEDIA WATCH GROUP &amp; INDIVIDUAL REPORTS DUE ***</td>
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<tr>
<td>Th 11/4</td>
<td></td>
<td>MEDIA WATCH PRESENTATIONS</td>
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<tr>
<td>T 11/9</td>
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<tr>
<td>Th 11/11</td>
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<td>VETERANS’ DAY</td>
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<td>T 11/16</td>
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<td>MEDIA WATCH PRESENTATIONS</td>
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<tr>
<td>Th 11/18</td>
<td>Chapter 9 -- Prejudice reduction</td>
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<td>Read Chapter 9 in text to help in writing of Stereotype Reduction paper</td>
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<tr>
<td>T 11/23</td>
<td>Chapter 8 -- Sexism</td>
<td>Small group discussion “Gender switch”</td>
<td>Stereotype Reduction paper DUE</td>
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<tr>
<td>Th 11/25</td>
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<td>THANKSGIVING</td>
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<td>T 11/30</td>
<td>PANEL DISCUSSION ON SEXUAL ORIENTATION</td>
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<tr>
<td>Th 12/2</td>
<td>Chapter 8 (con’t)</td>
<td>Reflection paper DUE</td>
<td>Bring scantron for next Class (Th 12/9)</td>
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<tr>
<td>T 12/7</td>
<td>Chapter 7 – Ageism</td>
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<td>Th 12/9</td>
<td>POST-TEST ASSESSMENT Wrap-up &amp; Review</td>
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<td>FINAL EXAM (Chs. 7-9)</td>
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<tr>
<td>10:30 section</td>
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<td>Friday, December 17 9:45-11:00 am</td>
<td>DMH 356</td>
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<tr>
<td>1:30 section</td>
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<td>Monday, December 13 12:15-1:30 pm</td>
<td>DMH 356</td>
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