The Psychology of Prejudice
Psychology #191
San Jose State University
Fall, 2011

Instructor: Russell A. Arias, Ph.D.
Spring 2011: Monday & Wednesday 9:00 - 10:15am - DMH #355
Office: DMH #232
Office Hours: MW-11:00am-1:00pm - or by appointment.
Phone: SJSU Office (408) 924-5658
Email: Russell.Arias@sjsu.edu

Course Description:
This course is designed to facilitate an increased understanding and awareness of the prejudice(s) we have of others in a social context. Prejudice primarily involves having negative beliefs and attitudes toward member of specific racial/cultural groups. The pre-judgment we have of “other” individuals is merely an evaluation because they belong to a particular group we “learned” to discriminate against. As a result, discrimination is the negative behaviors/actions toward people of the “out-group” that are the targets of our personal conscious and unconscious prejudices. This course will provide a diverse, open forum to discuss and better understand the psychological affects on one’s identity development and mental health based on racial/ethnic/cultural differences. We will also explore and examine the mechanisms and consequences of prejudice, oppression, and discrimination on various ethnic/cultural groups; and explore personal beliefs about human differences, e.g., gender, ethnicity, culture, sexual orientation, social class and other aspects of social differences.

Course Prerequisites:
1. Completion of Core G.E. classes.
2. Satisfaction of the Writing Skills Test (WST)
3. Upper Division Standing
4. Completion of /or co-registration in 100W
5. Completion of Introduction to Psychology

Course Objectives:
1). Students will acknowledge, identify, and understand how prejudice(s) shape the experiences of people who are most often the targets of discrimination in the United States.

2). Students will examine the underlying psychological processes which lead to the development of prejudice and discrimination in a social context.

3). Students will analyze and articulate the affects of prejudice in their personal development as it relates to identity development.

4). Students will become aware of their own values, biases, and assumptions about
human behavior.

5). Students will acquire knowledge and understanding of the worldview of culturally different groups. We will also examine the biases, values, and assumptions about human behavior many different cultural, ethnic groups have of other groups in contemporary America.

6). Students will develop an understanding of the operation of oppression, power, and privilege in an American context. Who are the oppressed and privileged in America? What are some of the long-term and short-term psychological effects of oppression? Can oppression damage one’s mental health, and if so, how?

7). Students will identify and analyze aspects of their own, personal ethnic and cultural identities, and the effects of prejudice and discrimination on the development of one’s identity development and mental health.

8). Students will also examine the various psychosocial stressors that affect the development on one’s psychological identity as a result of discrimination and oppression.

9). Students will develop a deeper understanding and more open-minded perspective about diversity and personal differences in an American context.

Course Format:
The format of this class will include lectures, didactic discussions, experiential exercises, video/film presentations, and personal, in-class discussions regarding weekly encounters with discrimination. Exercises and activities that focus on prejudice and diversity will be an important part of the classroom learning-culture. Other learning avenues will consist of small group discussions, individual experiential exercises, exploration research, and class debates designed to facilitate intrapersonal and interpersonal awareness of issues related to prejudice, discrimination and the psychological development of one’s racial/ethnic identity.

Confidential group discussions will be an important part of many class sessions. They will take part either in small groups or with the entire class. Therefore, it is VERY IMPORTANT for students to read the assigned chapter(s) before each class and come fully prepared to actively participate in the class discussions. The success of this class is directly dependent on the participation of students.

Special Note - Many topics in this course may evoke strong emotions. As a result, students are expected to think critically, be mature, and show respect for others (including the professor) and their personal “worldviews.” Should a student feel “threatened” or uncomfortable regarding any content area discussed in class, it is extremely important to meet with the professor and discuss their issues before taking the complaint outside of the class culture. Please be respectful of the class culture and the willingness of students to disclose their personal examples of oppression on their psychology. Part of developing a diverse, multicultural understanding is learning to have
empathy and sympathy for another, different person than yourself. Therefore, students are expected to be able to agree to disagree with maturity and respect.

**Course Requirements:**

1). **Attendance** - 20 points - Attendance and keeping current on class readings for this class is not mandatory, but is expected. The class sessions will combine discussions of assigned readings, video presentations, and experiential exercises. Much of what occurs in the class cannot be “made-up” through substitute or additional assignments. If in fact you must miss a class session: (a) if possible notify the instructor beforehand, and (b) select a fellow student in the class to discuss the content of the class you missed. In-class video presentations (usually for extra-credit) cannot be made up. Should a student miss an unannounced opportunity for extra credit, the student will not be able to make up the extra credit for points.

2). **Participation** - 30 points - Since this is in part an experiential class, attendance, and participation is crucial to your overall grade performance. Each time you are absent, your participation in class activities will be another missed opportunity to earn credit toward a better grade, thereby, resulting in lowering or your grade. Many classroom activities and discussions will supplement the readings. Students are responsible for obtaining all materials, assignments, and explanations of class discussions from another student if they miss class. All class members will have the opportunity to participate in discussions in class concerning the readings, reactions to video presentations, small group exercises, and presentations by fellow students. The professor will work to help students create a “safe” place in the class so that self-disclosure will become appropriate and encouraged during discussions and exercises.

3). **Exploration Research** - 25 points - All students will complete one written 5-8 page assignment:

Students are required to explore a culture or cultural group different than that of their own personal race, ethnicity, or culture(s). The focus of this research is for the student to analyze and understand the anxiety involved in the cognitive misperceptions of the “other” which often makes us develop and hold false beliefs of a group of people different than ourselves. Students will have the majority of the semester to explore another cultural group (with permission of the instructor) and write a 5 page summary of their experience and briefly present in class their personal findings. Possible exploration topics include, but are not limited to the following topics: (I) sexual orientation, (ii) social class, (iii) gender, (iv) race/ethnicity, (v) religion/spiritual groups, (vi) Political Affiliation, (vii). Culture(s), and/or disability. **Papers are due on Monday, November 7, 2011 - NO EXCEPTIONS!!** - Students will use at least 5 references to support why the research-group chosen for exploration suffers from prejudice and discrimination in the United States. The paper must include: (a) A brief history of the lifestyle and oppression of the racial/cultural group in the United States; recent statistics of “victimized” status, personal beliefs about the stereotypes and assumptions of the racial/cultural group; and what the student learned about him/herself and their assumptions, prejudices, and biases while researching the ethnic/cultural group chosen for research.
The 8 page typed report should include the following sections and will be worth a total of 25 points:

3a). **Introduction** - Explain why you choose the group you are researching; summarize the lifestyle and oppressive history of the group in the United States; identify and acknowledge stereotypes, biases, and assumptions you held of the research group prior to your exploration; have your beliefs about the group changed? Were the stereotypes you held of the group confirmed?; interview a person from within the group and discuss with him/her the biases and assumptions you held of the group members; examine your relationship with people of the group and write a brief history of how/where/why you develop such beliefs about the research group.

3b). **Methodology** - Discuss when and where you explored the research-group you chose to learn about. What environment or setting did you choose to immerse yourself into as a way of learning from the “inside” of the cultural group. In other words, discuss the setting and procedures of the research - who was present; how you gathered your information; how did people from the group respond to you; and how did you respond to them - identify your anxiety levels and assess what was the anxiety about. Also highlight the questions or discussion you had with people from the research-group. You might also include in this section any unusual aspects of your exploration, and your interpretations/perceptions of the research-group that might influence your findings.

3c). **Findings** - Summarize what you learned from exploring the research-group; summarize your understanding of the effects of discrimination upon the cultural group; what biases and assumptions you held were challenged and which remained confirmed; how managed you anxiety while exploring the research group; acknowledge your stereotypes and discuss possible confirmation of such stereotypes. Lastly, highlight how you would work from further judgment of the research group you explored.

3d). **Conclusions** - Your personal response of the project should include your emotional responses as well as your cognitive responses to your immersion experience in another culture. Convey in your paper the experience of your exploration in a real, honest manner. What did you REALLY learn about yourself and the group you explored through this project?

3e). **References** - the paper must contain at least 5 references from any source (including class lectures or text) to support your findings. Additional references may come from articles, books, research findings, and/or internet sources.

4. **Media-Watch Analysis** - 30 points - Through the use of in-class media presentations, students will observe, analyze, and assess how people are portrayed in the media, e.g., television, movies, music, news, magazines, and other avenues. As a class, we will explore the effects of oppression and discrimination on the mental health of a person/group which will be the focus of the media presentation. Students will have an in-class study-guide or write a 1-page summary examining their reactions to assist them in the understanding of the psychological effects of oppression on one’s mental health. Various Media-Watch Presentations will be presented throughout the semester and in no
concrete order or dates. The presentations will be announced by the instructor. Therefore, it is important for students to attend class. Media-Watch Presentations can not be made up for credit unless agreed upon by the instructor.

5. Exams - 75 points (@ 25 pts each) - There will be two in-class exams (TAB) - and a Final Examination. Each exam will comprise of multiple choice, true/false, and 1 essay question. Students are required to bring their own scantron and a #2 pencil for each exams.

6. Pre-Test/Post-Test Assignment(s) - There will be a pre-test given in the beginning of the semester and a post-test at the end of the semester. These tests will assess the content information students learn throughout the semester. You are REQUIRED to take both assessment tests. These test will not be graded. They are mean to simply assess your knowledge of the concepts from the literature on prejudice and discrimination.

Department Writing Standards:
All submitted written assignments must adhere to the Psychology Department writing standards. These standards are:

1. Conformity to the American Psychological Association (APA) standards for scholarly writing. Minimum standards include:
   a. Consistent use of complete sentences
   b. Correct use of grammatical constructions, punctuation, sequencing (paragraphing), referencing, hyphenation, spelling, headings, capitalization, pagination, abbreviations, margins.
   c. Appropriate content, clarity, conciseness, and style
   d. Neat appearance

Resources for these standards include:
   b. The online Writing Lab (OWL) at Purdue University at: Owl.English.purdue.edu/owl/resources/560/01/

2. 20% of the grade of each written assignment will be based solely on writing.

3. Each written assignment must contain no more than five novel grammatical errors and/or five novel APA errors (e.g., reference citation in text, reference list).

4. When a paper is submitted that does not meet departmental standards, it will be returned to the student(s) for revision. The student(s) will have 7 calendar days to revise and re-submit the paper.

5. Any paper that is submitted that is returned to student(s) for revision will have an
automatic 10% deduction in the total grade of the assignment.

6. Upon resubmission, if a paper still does not meet departmental standards, the student(s) will be given a zero for the written portion of the total paper grade and will be graded only for the required content.

**Grading Details:**

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<tr>
<th>Category</th>
<th>Points</th>
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<tr>
<td>Attendance</td>
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<td>Participation</td>
<td>30</td>
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<td>Exploration Research</td>
<td>25</td>
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<td>Media Watch Presentations</td>
<td>30</td>
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<tr>
<td>Exams (2)</td>
<td>50</td>
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<td>Final Exam</td>
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<td><strong>Total Points</strong></td>
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**Grading Scale:**

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<th>Score Range</th>
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**Using Desire2Learn:**

Dear Student,

Our course, American Identity, will be using San Jose State’s new online learning management system **Desire2Learn** for the upcoming semester. SJSU will no longer be using Blackboard CE 8, you will log in and participate in this course through Desire2Learn. This is a great opportunity to explore a new tool for online learning.

**IMPORTANT:** Enrolled students will be able to log in and see your course list links in Desire2Learn about 7 days prior to the start of the course—**but the links will not be active until midnight of the start date of the class 9/25/2010.**

Login URL: [http://sjsu.desire2learn.com](http://sjsu.desire2learn.com)

Please note that it should NOT have the “www” at the start of the URL like many other websites.

**Username:** about 7 days prior to the start of the course, your Desire2Learn username can be found by logging into your mySJSU account, clicking on Self Service > Campus Personal Information > Names, and locating your Desire2Learn name (look for Name Type called D2L) from the list. Usernames will generally be in the form of **firstname.lastname**, but may have an appended number (e.g., **firstname.lastname#**) if there is more than one person with that name at SJSU. The mySJSU look-up will also be helpful for persons using middle names, hyphens, apostrophes, etc.

**Password:** Your initial Desire2Learn password is your 9 digit SJSU ID number.
Courses: Once logged in to Desire2Learn you should see your course or courses listed in the My Courses widget. Click on the course name and you will be entered into the course’s home page, but remember that link will not be active until midnight of the start date of that course.

It is strongly recommended that you visit the eCampus website at www.sjsu.edu/ecampus/students/. Desire2Learn looks and functions differently than Blackboard CE 8, so even experienced online students will benefit from spending some time familiarizing themselves with Desire2Learn to be successful in this course. This website also offers a number of Quick Start Learning Guides to help you navigate Desire2Learn tools.

For questions regarding the course or course materials, please contact me, the instructor. For log in, password issues, and technical issues related to Desire2Learn, please contact the University Help Desk. The Help Desk can give technical support for password reset, browser problems, and other issues encountered in D2L Courses.

- Phone: (408) 924-2377
- Submit a help ticket using the University Help Desk Submit Ticket page

Required Readings:

Recommended Readings:

Office Hours:
I encourage students to meet with me should they wish. While I hope that students would feel comfortable addressing many questions and concerns in class discussions, nonetheless, I know that you may wish the opportunity to have a private meeting with me. I would be pleased to meet with you during my office hours or by appointment.
Russell A. Arias, Ph.D.
Office: DMH-232
Academic Integrity:
Essential to the integrity of Sam Jose State University, students are expected to perform their own work (except when collaboration is granted by the course instructor) without the use of any outside resources. Your own personal commitment to learning requires you to be honest in all of your academic work. Be aware that faculty members are required to report all infractions to the Office of Judicial Affairs. It is also the discretion of the instructor to report any/all offender to the department chair and the students academic advisor.

Cheating:
Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. DO NOT DO IT!!! Cheating at SJSU includes but is not limited to: Copying in part or in whole from another person’s text, test, completed academic assignments or other evaluation/academic instruments applicable to the field of psychology or any other discipline; submitting work previously evaluated and graded in another course (unless this has been approved by the course instructor or department policy); altering or interfering with grading or grading instructions; sitting for an examination or turning in academic work by a person other than the enrolled student; or any other act committed by a student in the course of his/her academic work which defrauds or misrepresents the enrolled student. Students found guilty of cheating will be referred for academic discipline, and at worst, expelled from SJSU and possibly other State Universities. DO NOT CHEAT!!!!

Plagiarism:
The act of representing the work of another as one’s own, without giving appropriate credit, regardless of how that work was obtained, and submitted is to fulfill academic requirements is considered Plagiarism. Plagiarism includes: 1). The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another’s work without giving appropriate credit, and representing the product as one’s own work; 2). Representing another’s artistic/scholarly works such as musical compositions, essays, research, dissertations, student projects, computer programs, photograph projects, paintings, or any other projects produced by a student that is not currently enrolled in the course of reference. Should a student be suspected or caught regarding the act or suspicion of Plagiarism, the student will be referred for academic discipline.

San Jose State University
The Psychology of Prejudice - #191
Fall, 2011
Russell A. Arias, Ph.D.
Weekly Class Schedule

Week 1:
Brief introduction of the Psychology of Prejudice and Expectation of the Course.

**Week 2:**
Monday August 29, 2011: *Diversity, Categorization & Stereotypes - pt. 1*

**Readings:**
1). Blaine - Chapters 1 & 2.

Wednesday August 31, 2011: *Diversity, Categorization & Stereotypes - pt. 2*

**Readings:**
1). Blaine - Chapters 1 & 2.

**Week 3:**
Monday, September 5, 2011: *No Class* - Happy Labor Day!!!!

Wednesday, September 7, 2011: *Media-Watch Presentation #1* - 10 points extra credit.

**Week 4:**
Monday, September 12, 2011: *Defining Race, Ethnicity, and Culture(s) - pt 1.*

**Readings:**
1). Sue - Chapter 7

Wednesday, September 14, 2011: *Defining Race, Ethnicity, and Culture(s) - pt 2.*

**Readings:**
1). Sue - Chapter 7

**Week 5:**
Monday, September 19, 2011: *Establishing a Social Self - pt. 1*

**Readings:**

Wednesday, September 21, 2011: *The Social Self - pt. 2*

**Week 6:**
Monday, September 26, 2011: *Stereotypes & Microaggressions*

**Readings:**
1). Blaine - Chapter 3.
2). Sue - Chapters 1 & 2.
Wednesday, September 28, 2011: *Prejudice & Microaggressions*

**Readings:**
1) Blaine - Chapter 4
2) Sue - Chapters 1 & 2.
3) * Markus & Moya - Chapter 4.

**Week 7:**
Monday, October 3, 2011: *Prejudice & Microaggressions*

**Readings:**
1) Blaine - Chapter 4
2) Sue - Chapters 3 & 4
3) * Markus & Moya - Chapter 4.

Wednesday, October 5, 2011: *Test Review #1* - Blaine - Chapters 1-4; Meyers - Chapter 2; Sue - Chapters 1-3; and Markus & Moya - Chapters 13 & 1. - *Do NOT miss this Class!!!*

**Week 8:**
Monday, October 10, 2011: *Test #1* - Blaine - Chapters 1-4; Meyers - Chapter 2; Sue - Chapters 1-3; and Markus & Moya - Chapters 13 & 1.

Wednesday, October 12, 2011: *Video Presentation*: TBA - 10 points Extra Credit

**Week 9:**
Monday, October 17, 2011: *Gender Identity & Development*

**Readings:**
1) Blaine - Chapter 6
2) Sue - Chapters 1 & 8

Wednesday, October 19, 2011: *Gender, Gender Bias, & Sexism - pt. 1*

**Readings:**
1) Blaine - Chapter 6
2) Sue - Chapters 1 & 8

**Week 10:**
Monday, October 24, 2011: *Gender, Gender Bias, & Sexism - pt. 2*

**Readings:**
1) Blaine - Chapter 6
2) Sue - Chapters 1 & 8

Wednesday, October 26, 2011: *Racism & Discrimination*

**Readings:**
1). Blaine - Chapter 5
2). Sue - Chapter 7
3). *Markus & Moya - Chapter 2

Week 11:
Monday, October 31, 2011: *Perpetrators & Oppression*

**Readings:**
1). Sue - Chapter 6

Wednesday, November 2, 2011: *The Economic Pyramid & Classism*

**Readings:**
1). Blaine - Chapter 8 - pgs. 138-141.
5). *Tatum - Chapter 2

Week 12:
Monday, November 7, 2011: *Classism: Power, Privilege, and Entitlement*

*** Exploration Research Paper are due today. NO EXCEPTIONS!!!!***

**Readings:**
1). Blaine - Chapter 8 - pgs. 138-141.
5). *Tatum - Chapter 2

Wednesday, November 9, 2011: *Exam Review #2 - Blaine - Chapters 5 & 6; Sue - Chapters 6, 7, & 8; Kivel- The Economic Pyramid, Power, Privilege, & Entitlement; Murray - Chapter 11; Markus & Moya, - Chapters - 2 & 15 & 4). Tatum - Chapters 2 - *Do NOT miss this class!!!*

Week 13:
Monday, November 14, 2011: *Examination #2 - Blaine - Chapters 5 & 6; Sue - Chapters 6, 7, & 8; Kivel- The Economic Pyramid, Power, Privilege, & Entitlement; Murray - Chapter 11; & Markus & Moya, - Chapters - 2 & 15.


**Readings:**
1). Blaine - Chapter 8 - pgs. 143-154
2). Sue - Chapter 9

Week 14:

Readings:
1). Blaine - Chapter 8 - pgs. 143-154
2). Sue - Chapter 9

Wednesday, November 23, 2011: Homophobia & Heterosexism

Readings:
1). Blaine - Chapter 8 - pgs. 143-154
2). Sue - Chapter 9

Week 15:
Monday, November 28, 2011: Obesity, Body Image, & Weightism

Readings:
1). Blaine - Chapter 7, 10, & 11
2). Sue - Chapter 5

Wednesday, November 30, 2011: Social Stigma

Readings:
1). Blaine - Chapter 10 & 11
2). Sue - Chapter 5

Week 16:
Monday, December 5, 2011: Coping with Social Stigma

Readings:
1). Blaine - Chapter 10 & 11
2). Sue - Chapter 5

Wednesday, December 7, 2011: Final Class Discussion, Professor Evaluations, and Review for Final Examination.