San José State University
Department of Psychology
Psyc 191, Psychology of Prejudice, 24911, 04, Spring 2011

Instructor: Dr. Neelam Rattan
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Email: neelam.rattan@sjsu.edu
Office Hours: Monday & Wednesday 12:00PM-2:00 PM
Tuesday 1:30pm-2:30pm
Class Days/Time: Monday 6:00PM-8:45PM
Classroom: DMH 357
Prerequisites: Completion of Core GE, satisfaction of Writing Skills Test and upper division standing. For students who begin continuous enrollment at a CCC or a CSU in Fall 2005 or later, completion of, or corequisite in a 100W course is required.

GE/SJSU Category: Area S:Self, Society & Equality in the U.S.

Faculty Web Page and MYSJSU Messaging (Optional)
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

Course Description
Provides an examination of psychological theory and research related to prejudice and discrimination from the perspectives of both the holders and targets of prejudice. Class will include lectures, presentations by students in the class, discussions and films. Activities that focus on prejudice and diversity will be an important part of the classroom events. The class will engage in small groups as well as in individual experiential exercises; that are
designed to facilitate intrapersonal and interpersonal awareness of issues related to prejudice, discrimination, racial/ethnic identity, etc.

Group discussions will be an important part of many class sessions. They will take part either in small groups or involve the whole class. Therefore, it is very important to read before each class and come fully prepared to actively participate in the class discussions. The success of this class is directly dependent on participation by students.

Special note:
Many topics in this course may evoke strong emotions. As a result, students are expected to show respect for others and their viewpoints, even when those views are opposed to those of the student. *To be able to agree to disagree amicably should be the motto.*

**Course Goals and Student Learning Objectives**

Prejudice primarily involves the holding of negative attitudes towards members of specific social groups. It is a pre-judgment of individuals; an evaluation merely because they belong to a particular group, whereas discrimination is negative actions towards the groups that are the targets of prejudice. Hence, the purpose of this course is to explore the psychology of prejudice and discrimination in the U.S., to study the psychological factors involved, and their related effects on both individuals and groups. Issues relating to those who hold prejudiced attitudes and those who are the targets of those attitudes, will be studied from theoretical as well as experiential perspectives. Prejudice relating to race, ethnicity, gender, sexual orientation, age etc. will also be examined.

**The student’s learning goals for completion of the Psychology of Prejudice are as follows:**

- 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 U.S. 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 also 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.

- Additionally, 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 and their formation, purpose, maintenance, and how they
- Racism
- Sexism
- Prejudice against gays and lesbians
- Prejudice against people with disabilities
- Prejudice against the elderly

**SJSU Studies (Area S) Learning Outcomes (LO)**

One of the main goals of the 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 achieving the abovementioned course objectives, 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 include the following Content Objectives to promote the above mentioned 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 activities and 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 and assignments used in assessment of this LO:**

Media watch analysis- Through this assignment students will examine how media affects identities within the society. They will be able to critically analyze media influences in their paper.

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

**Activities and assignments used in assessment of this LO:**

Interview assignment- Students will interview a person who has been target of prejudice and discrimination.

In- class discussions and writings-Students will be asked to discuss the genesis of structured inequalities in the U.S. and submit a written assignment on the factors that led to such inequities.

**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 and assignments used in assessment of this LO:**

Debate on Affirmative Action-Students will be provided with reading material on Affirmative Action and myths regarding Affirmative Action. They will be divided in to groups and come up with pro and con arguments regarding this issue.

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

Students will be shown a video on intercultural communication and they will submit in-class video paper after watching the video. In this paper they will describe strategies they believe could enhance constructive interactions between people from different social, cultural racial, ethnic groups here in the U.S.

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

**Activities and assignments used in assessment of this LO:**
In-class writing assignment- Students will be asked to examine the phenomenon of diversity in the Bay Area. They will be asked to examine whether or not diversity in the Bay area makes prejudice and discrimination more likely, or there is less prejudice and discrimination in the Bay area due to the diversity in its population.

**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 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.

Interview Report, Media- watch analysis, in-class writing assignments –Students’ performance on all of these writing assignments will be used to assess this content objective. Students are highly encouraged to seek the instructor’s feedback regarding these writing assignments so that they can improve their writing skills.

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

In-class debate on affirmative action, and on racial profiling will be used to assess students’ understanding of these crucial issues and their impact on society.

**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.

Self Reflection discussion in which students will describe three ways of reducing prejudices about other groups, and also explain why they believe these strategies would be effective in reducing prejudices.

In class discussion, group activities, role play exercises will be conducted to assess this objective.

Pre/Post Assessment Test-Further to assess these four Learning Objectives, multiple-choice items designed to measure students’ understanding of the various processes outlined in each of these learning objectives will be included in the pre/post assessment tests. Their scores will not be used in computing their final grade.

Students will also be asked to rate on a (Likert-type scale) the extent to which they felt each learning and Course Objective was met.

They will also be asked to indicate which course activity/assignment they found to be most relevant to each learning/content objective, and also to discuss why they thought it was effective or ineffective in meeting the goals of each objective.

**Assignments :**
This course entails providing a conducive environment for exploring ideas. Many controversial issues will be discussed, you will be presented with a plethora of information, and you are to examine the information in a matured and thoughtful manner. These two assignments will be organized around the spheres (“isms”) which we are investigating in the class, i.e. race, gender etc. Each student must choose one sphere for the interview assignment and a different sphere for the media-watch analysis. For example, if you have chosen to interview a person with a disability, you may choose to undertake the media-watch analysis on the issue of race. This will enable each student to actively learn about the different spheres of prejudice.

1. **Individual interview**: Your assignment is to choose someone from a target group to interview about their personal experiences with prejudice, discrimination, inequality etc. The interview should focus on their perspective as a target group member, e.g. a person of color, or a gay/lesbian person, or a person with a multiracial identity etc. You will be provided with details of conducting a good interview, in the class. A brainstorming session will be held in the class to come up with appropriate interview questions. Students will be grouped together based on the particular sphere they choose for the interview. For example, all students choosing to interview someone about their experiences with prejudice as a person with a disability will be grouped together. Each group created will submit the questions to me prior to the interview. 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 the permission from the person being interviewed) and review it later. A 4-5 page typed report of the interview and your reactions has to be turned in. The written report should include the following sections and will be worth 25 points:

- **Introduction**—should explain who you choose and why; his/her relationship with you.
- **Methodology**—this includes setting, procedures, etc.; who was present; whether you taped, took notes, etc. Any unusual aspects e.g. their sister 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 in a in a question/response format)
- **Conclusions**—yours and the subject’s responses to the interview, include your emotional responses as well as your cognitive responses
  - This paper must contain at least 2 references from empirical articles to support your findings. These articles must come from peer-reviewed journals.
• In addition, each interview group will turn in a written summary of your interviews in class. All members of the same group that worked together to write the interview questions will discuss and summarize their interviews and make class presentations of the same. This is worth 10 points.

2. Media-watch analysis: You and your group will observe and record how people from the sphere you choose to investigate are portrayed in the media; i.e. television, movies, music, news, magazines, etc. This will be further explained in class. Group portion of the assignment:
   - Each group will perform planned observation.
   - Prepare a two-page report describing their methodology and summarizing their findings.
   - Present the findings in class and participate in class discussion.
   - This is worth 10 points

For the individual portion of this assignment, each student will write a 2-3 page report (worth 25 points) in which he/she will:
   - Analyze and discuss what their findings mean.
   - Relate their findings to the material discussed in lecture and in text. The paper must contain at least 2 references from empirical articles to support your findings. These articles must come from peer-reviewed journals. Describe the implications of their findings.
   - Describe the implications of their findings.

Class 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 going down, thereby, resulting in lowering of 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.

In-class Debates (10 points):
   - The class will be divided into small groups each group comprising of 5-6 persons, who will debate on several issues relevant to prejudice and discrimination in our society. Each group will provide pro and con arguments in the class relating to the issue being debated upon.

Extra Credit (10 points):
You can earn extra credit of 10 points by turning in a Critical Analysis Paper, (three typewritten double spaced pages), by choosing to write on any one of the following topics:

Institutionalized Racism
Minorities and Incarceration
Self-Fulfilling Prophecy Myth or Reality

Your paper should adequately define the topic, give suitable examples to explain the concept. Your paper should critically review the relevant empirical research and theory for your topic. You are to proof-read your paper before turning it in and check your paper for Punctuation, Grammar, Spelling errors. Your paper is to be typewritten, double-spaced, 12 pitch font, one-inch margins, using Times New Roman font and in standard American Psychological Association (APA) format.

Pretest and Posttest Assessment:

There will be a pre test in the beginning of the semester and a post test at the end of the semester. You are required to take both the assessment tests, however these will not be graded.

Exams

There will be two class exams worth 45 points each and a Final exam worth 50 points. Each class exam will comprise of 45 multiple-choice questions. The Final exam will comprise of 50 multiple-choice questions.

Required Texts/Readings

Textbook


Suggested Readings:


Useful Websites:

1. www.apa.org
2. UnderstandingPrejudice.org
Classroom Protocol

- You are required to be punctual, and also to see that the cell phones, pagers, beepers are switched off.

- It is up to the group members to decide how to organize the material that they present to the class (handouts, posters etc.) and how to handle questions and discussions. 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 member’s talents and make the best use of them. The entire group will get the same grade on the group component of this assignment, so it is important that each member of the team does all he/she can to help organize the presentation. You are encouraged to be creative, bring visual aids, bring examples from the public press etc.

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-298.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

GRADING DETAILS:
Two Class Exams (45 points each) 90
Final Exam 50
Interviews 35
Media-watch reports 35
Video Write-ups 10
Participation 30
In-class Debates 10
Pre/Post Test (5 points each) 10
Total Possible Points 270

Grading Scale:
A+ = 265-270                      C+ = 211-215
A   = 252-264                      C   = 198-210
A-   = 243-251                     C-   = 189-197
B+   = 238-242                     D+   = 184-188
B    = 224-237                     D    = 170-183
B-   = 216-223                     F    <  161

Points to be noted:
➢ To receive complete credit on your papers, you must pay careful attention to grammar, spelling, sentence construction etc. Proof read the material. Papers that contain spelling and grammatical errors will result in a substantial point reduction.

➢ Papers handed in late will lower your grade by five points for each day late.

Attendance per se shall not be used as a criterion for grading according to Academic Policy F-69-24.

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 course work. 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/](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/](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. [Website of Peer Mentor Center is located at http://www.sjsu.edu/muse/peermentor/](http://www.sjsu.edu/muse/peermentor/).
The schedule is subject to change with fair notice and in case there are any changes you will be informed about any such changes in advance.

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<tr>
<th>DATE</th>
<th>ACTIVITY</th>
<th>TOPIC</th>
<th>MATERIAL DUE</th>
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<tbody>
<tr>
<td>1/31</td>
<td>Ice breakers by way of a Video clip on prejudice followed by discussions</td>
<td>Class introduction. Discussing the course requirements.</td>
<td>Bring 882e scantron to this class for Pretest</td>
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<td>Take the PreTest</td>
<td>Chapter 1 —Defining Stereotypes and Prejudice</td>
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<tr>
<td>02/07</td>
<td>Discussion about Interviews.</td>
<td>Chapter 1 continued</td>
<td>Video write-up due.</td>
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<td>Identity of the persons to be interviewed to be discussed. Interview</td>
<td>Chapter 2 Origin and Maintenance of Stereotypes continued</td>
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<td>questions framed</td>
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<td>Interview Groups formed.</td>
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<td>02/14</td>
<td>Interview Groups meet.</td>
<td>Chapter 3 Feeling vs. Thinking continued</td>
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<td>In-class written assignment on Genesis of Structured Inequalities in the U.S.</td>
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<tr>
<td>02/21</td>
<td>Interview Group Presentations</td>
<td>Chapter 3 continued</td>
<td>Individual Interview Reports due.</td>
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<td>02/28</td>
<td>Interview Group Presentations</td>
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<td>Group Interview Summaries Due.</td>
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<td>First Exam</td>
<td>(Chapters 1-3)</td>
<td>Bring 882 e scantron</td>
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<td>03/07</td>
<td>Explaining Media Analysis Assignment. Groups formed. Video: “True Colors”</td>
<td>Chapter 4 The Prejudiced Personality</td>
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<td>03/14</td>
<td>Media Groups meet. Debate on Racial Profiling</td>
<td>Chapter 4 continued</td>
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<td>03/21</td>
<td>Groups get together to make their posters. Video: “Mirrors of Privilege: Making Whiteness Visible”</td>
<td>Chapter 5 Old-Fashioned Vs Modern Prejudice</td>
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<td>04/04</td>
<td>Media Group presentations. Debate on Affirmative Action</td>
<td>Chapter 6 Experiencing Prejudice</td>
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<td>Individual Media Report Due.</td>
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<td>04/11</td>
<td>Media Group presentations. <strong>Second Exam</strong></td>
<td>(Chapters 4-6)</td>
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<td>04/18</td>
<td>Media Group Presentations</td>
<td>Chapter 7 Ageism</td>
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<td>Group Media Summary Due.</td>
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<td>04/25</td>
<td>Video: “Killing Us Softly III”</td>
<td>Chapter 8 Sexism</td>
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<td>05/02</td>
<td>Video: “If These Walls Could Talk 2.”</td>
<td>Chapter 8 continued</td>
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<td>05/09</td>
<td>Video “Eye of the Storm”</td>
<td>Chapter 9 Reducing Prejudice</td>
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<td>05/16</td>
<td>In-class written assignment on Debate on Diversity in the Bay Area</td>
<td>Chapter 9 continued</td>
<td>Bring 882e scantrons for Post Test</td>
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<td>Self Reflection Discussion</td>
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<td>Final Exam</td>
<td>23rd of May 5:15PM-7:30PM, DMH 357</td>
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