San Jose State University
College of Social Science/Department of Psychology
The Psychology of Prejudice
PSYC 191 (1) - Section #40938
Fall, 2012

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- or by appointment.
Class Days/Times: Monday & Wednesday - 9:00-10:15am
Classroom: DMH #353

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.

Course Description:
SJSU Course Catalog 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. Includes individual and small group exercises to provide experiential learning.” Prerequisite 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.

Specific 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.

**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 Goals and Course Learning Objectives:**

**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 the above mentioned course objectives, students who successfully complete this course shall be able to:

**LO1:** 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.

**LO2:** Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

**LO3:** 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).

**LO4:** Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

**Course Content and 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:**

**CLO1:** 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 CLO:**

- **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.

**CLO2:** 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 CLO:**

- **Cultural Exploration Research** - Students will immerse themselves in a new culture; research the demographics of the culture; examine the history of oppression in American; and interview a person who has been target of prejudice and discrimination from that culture.

- **Daily Racism Discussions** - On a daily-class basis, students will discuss and debate the various levels of discrimination and oppression from issues covered in the local media.

**CLO3:** 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 CLO:**

- **In-Class Discussion and Debates** - Students will examine the contemporary media and engage in respectful discussions and debates on such issues as Immigration Policies, Republican and Democrat Groupthink Beliefs, and other issues which create prejudice and oppression.
CLO4: Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

Activities and assignments used in assessment of this CLO:
Students will view various videos 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.

CO1: Diversity- Issues of diversity shall be incorporated in an appropriate manner.

Activities and assignments used in assessment of this CLO:
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.

CO2: 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.

Activities and assignments used in assessment of this CLO:
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.

CO3: Civic Learning: Courses shall address the civic relevance of the topic in an appropriate manner.

Activities and assignments used in assessment of this CLO:
Discussions and Debates - In-class debate on such issues as immigration, affirmative action, racial profiling, and Republican/Democrat Groupthink Beliefs will be used to assess students’ understanding of these crucial issues and their impact on society.

CO4: Values Clarification- Students should demonstrate their ability to articulate and discuss their values, understand the source of those values, and engage in civil discourse.

Activities and assignments used in assessment of this CLO:
In-Class Discussions - Students will participate in a class discussions on developing strategies to respond to stereotypes, and also explain how these strategies would be effective in reducing prejudices. In class discussion, group activities, role play exercises will be conducted to also assess this objective.
Pre/Post Assessment Test - To further 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.

Program Learning Outcomes (PLOs):
Upon successful completion of this course students will be able to:

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Specific 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 (#191) 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, ability, 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 and discrimination in a social context.

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

- 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 experience.

- 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 affect one’s beliefs.

- The Psychological affects of racism, sexism, and other forms of oppression on one’s mental health.

- The prejudice against gays, lesbians, transsexuals and others within the LGBTQ Communities.

- Prejudice against people with disabilities

- Prejudice based on body-size

- Prejudice against the elderly

**Required Texts/Readings:**

**Recommended Readings:**


**Definition of Credit Hour:**
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

**Classroom Protocol:**
*University policy regarding expectation of student time investment:* “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.” *Therefore, for every hour of classroom time or direct faculty instruction a minimum of two hours of out-of-class student work is expected each week for about fifteen weeks for one semester.*

**Class Policy on Recording of Lectures:** In accordance with University policy, note that “common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor;
you have not been given any rights to reproduce or distribute the material.” Furthermore, “course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload any instructor generated material for this course such as lecture notes, test questions discussed in class, etc. without instructor consent.” If you plan to record lectures, please let me know in advance.

Specific Class Policy on Etiquette: In this class you are expected to be prepared by doing all of your class readings and assignments. You are expected to be active participants by asking questions, taking notes, and also by interacting with your peers. Classes will comprise of lectures, in-class activities, guest presentations, and films.

Special Note:
➢ If you miss a class, you are responsible for getting the information covered. It is not the responsibility of the instructor to update students on content they missed in class. You are responsible for all information and announcements made in class.

➢ It is vital that you complete all scheduled readings and assignments before each class. Always bring your text book to class.

➢ Please arrive to class on time. If you must arrive late or leave early, please do so quietly and with a minimum of distraction. Please inform me before hand via email if you will not be in class.

➢ Please refrain from doing homework of other classes or preparing for an exam for another class while attending this class.

Cell Phones as well as other electronic devices:
Please turn off (not on vibrate) all cell phones, pagers, any other electronic devices before entering the classroom. If found texting during the lecture you may be asked to leave for the remainder of the lecture.

ON TEST DAYS, be sure to turn off and put away your cell phone and take care of any personal needs before entering the classroom. On test days, you will not be able to leave the classroom during a test & then return and continue taking the test. Also, be sure to have your SJSU ID CARD on test days in case I ask to see it.

Laptops:
You may not use your laptops in class unless we are doing a particular assignment which requires a laptop. Laptop use is restricted to note-taking only. Connecting to the internet and using class time to check emails, visiting social networking sites, surfing the web will result in loss of laptop privilege for the remainder of the semester.
Dropping and Adding:
Students are responsible for understanding University policies and procedures about add/drops, grade forgiveness (formerly academic renewal), etc. The University Catalog is located at http://info.sjsu.edu/home/catalog.html. Information about the Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Assignments and Grading Policy:

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). Cultural 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 that 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 October 29, 2012 for Senior or Graduating Students; and November 19, 2012 for Sophomore & Junior
Students - 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. REFERENCES SHOULD CONSIST OF FORMAL PERIODICALS FROM RESEARCH ARTICLES, BOOKS, AND/OR JOURNALS NOT WEB-SITE REFERENCES. The paper must include: (a) A brief history of the lifestyle and oppression of the racial/cultural group in the United State; 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 affects 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. **REFERENCES SHOULD CONSIST OF FORMAL PERIODICALS FROM RESEARCH ARTICLES, BOOKS, AND/OR JOURNALS NOT WEB-SITE REFERENCES.**

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 cannot 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.

**Grading Details:**
- Attendance: 20 points
- Participation: 30 points
- Exploration Research: 25 points
- Exams (2): 50 points
- Final Exam: 25 points
- Media Watch Presentations: 30 points

Total Points: 180 points

**Grading Scale:**
- 175-180 = A+
- 174-170 = A
- 169-164 = A-
- 163-160 = B+
- 159-155 = B
- 154-150 = B-
- 149-144 = C+
- 143-138 = C
- 137-130 = C-
- 129-123 = D+
- 122-118 = D
- 117-110 = D-
- 99 < F

**Using Desire2Learn:**
Our course, The Psychology of Prejudice, 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 8/21/2012.**

**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/](http://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](http://sjsu.desire2learn.com/)

**University Policies:**

**Academic Honesty:** To assure fairness to all students and to protect academic integrity, the highest ethical standards will be maintained in this course. Academic dishonesty (e.g., cheating, allowing others to cheat from you, plagiarism) will not be tolerated. If you are found to engage in an act of academic dishonesty, it will result in negative consequences
on the course requirement in question. In addition, acts of academic dishonesty will be reported. You are responsible for understanding and following the **University Academic Integrity Policy** available in the SJSU Catalog and on the web at [http://www.sjsu.edu/senate/S07-2.htm](http://www.sjsu.edu/senate/S07-2.htm). This Policy requires that you be honest in all your academic course work.

**Academic Integrity:** Academic integrity is essential to the mission of SJSU. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor). Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. Academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the University’s reputation and the value of the degrees it offers. We all share the obligation to maintain an environment that practices academic integrity. Violation of the Academic Integrity Policy is a serious matter and violators risk course failure and being reported to the **Office of Student Conduct and Ethical Development**. The website for Student Conduct and Ethical Development is available at [http://www.sjsu.edu/studentconduct/](http://www.sjsu.edu/studentconduct/).

From a portion of the SJSU policy on Cheating: “1.1 CHEATING: At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to: 1.1.1 Copying, in part or in whole, from another’s test or other evaluation instrument; 1.1.2 Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy; 1.1.3 Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or department policies; 1.1.6 Sitting for an examination by a surrogate, or as a surrogate; 1.1.7 any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

**Plagiarism:**

From a portion of the SJSU policy on Plagiarism: “1.2 PLAGIARISM: At SJSU, plagiarism is the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to: 1.2.1 the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another’s work, without giving appropriate credit, and representing the product as one’s own work.”

**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 Disability Resource Center (DRC) (http://www.drc.sjsu.edu/) to establish a record of their disability.

The Psychology of Prejudice
PSYC 191 - Section 1, 40938
Fall 2012
Tentative Course Schedule
This planned course schedule is tentative and may need to be changed with fair notice. Students will be informed when there are any changes made in the syllabus.
Weekly Class Schedule

Week #2 - Categorization:
Monday, August 27, 2012:  *Diversity, Categorization & Stereotypes - pt. 1*

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

Wednesday, August 29, 2012: *Diversity, Categorization & Stereotypes - pt. 2*

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

**Week #3 - The Impact of Social Categories:**
Monday, September 3, 2012:  - NO CLASS - Labor Day - Enjoy your day off!!!!

Wednesday, September 5, 2012: *Media-Watch Presentation #1* - 10 points extra credit.

**Week #4 - Identity Development:**
Monday, September 10, 2012: *Defining Race, Ethnicity, and Culture(s) - pt 1.*

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

Wednesday, September 12, 2012: *Defining Race, Ethnicity, and Culture(s) - pt 2.*

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

**Week #5 - The Social Self:**
Monday, September 17, 2012:  *Establishing a Social Self - pt. 1*

**Readings:**

Wednesday, September 19, 2012: *The Social Self - pt. 2*

**Week #6 - Prejudice Theories & Exam Review:**
Monday, September 24, 2012: *Prejudice Theories & Racism*

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

Wednesday, September 26, 2012:  *Review for Examination #1 -*

**Week #7 - Exam #1 & Gender:**
Monday, October 1, 2012: *Examination #1: - 20% of Final Grade!!!*
- Blaine - Chapters 1-4; Meyers - Chapter 2;
Sue - Chapters 1-3;  and Markus & Moya - Chapters 13 & 1.
Wednesday, October 3, 2012: *Gender Identity & Sexism*

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

**Week #8 - Gender, Sexism, & Sexuality:**
Monday, October 8, 2012: *Gender, Gender Bias, & Sexism*

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

Wednesday, October 10, 2012: *Sexual Orientation - pt. 1.*

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

**Week #9 - Sexual Identity Development:**

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

Wednesday, October 17, 2012: *Homophobia & Heterosexism*

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

**Week #10 - Defining American Classism:**

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

Wednesday, October 24, 2012: *Dominants vs. Subordinate Cultures*

**Readings:**
1). *Tatum - Chapter 2
Week #11 - Defining your Political-Self:
Monday, October 29, 2012: *Power, Privilege, and Entitlement - pt. 1*
*** Exploration Research Paper are due today for Senior or Graduating Students. NO EXCEPTIONS!!***

Wednesday, October 31, 2012: *Power, Privilege, and Entitlement - pt. 2*
- Happy Halloween!!

Week #12 - Vote, 2012 & Exam Review:
Monday, November 5, 2012: Discussion: American Privilege & the Political Self
*** DO NOT FORGET TO VOTE TOMORROW. It’s your American Right!!!!***

Wednesday, November 7, 2012: *Review for Examination #2 - Readings:*
1). Blaine - Chapter 8 - pgs. 138-141.
5). *Tatum - Chapter 2

Week #13 - Exam #2 & Microaggressions:
Monday, November 12, 2012: *Examination #2 - 20% of Final Grade!!! Readings:*
1). Blaine - Chapter 8 - pgs. 138-141.
5). *Tatum - Chapter 2

Wednesday, November 14, 2012: *Stereotypes & Microaggressions Readings:*
1). Blaine - Chapter 3 & 4.
2). Sue - Chapters 1, 2, 3, & 4.

Week #14 - The Microaggressions & Mental Health:
Monday, November 19, 2012: *Prejudice & Microaggressions Readings:*
1). Blaine - Chapter 4 & 5
2). Sue - Chapters 1, 2, & 7.

Wednesday, November 21, 2012: *Prejudice & Microaggressions*
Readings:
1). Blaine - Chapter 4 & 5
2). Sue - Chapters 1, 2, & 7.

Week #15 - Body Image & Obesity:
Monday, November 26, 2012: Obesity & Body Image
Readings:
1). Blaine - Chapter 7, 10, & 11
2). Sue - Chapter 5

Wednesday, November 28, 2012: Body Image & Weightism - pt. 2

Week #16 - Social Stigma:
Monday, December 3, 2012: Social Stigma
Readings:
1). Blaine - Chapter 10 & 11
2). Sue - Chapter 5

Wednesday, December 5, 2012: Coping with Social Stigma
Readings:
1). Blaine - Chapter 10 & 11
2). Sue - Chapter 5

Week #17 - Final Discussion:
Monday: December 10, 2012: Final Class Discussion, Professor Evaluations, and Review for Final Examination.