San Jose State University  
First Year Experience (FYE) Seminar Course  
Identity Development & Prejudice  
PSYC-2Q, Sec. 02 (#43743)  
Fall, 2012

Instructor: Russell A. Arias, Ph.D.  
Fall, 2012: Tues. & Thurs. Sec. 2- (#44734): 10:30-11:45am /Classroom - DMH #308  
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Office Hours: MW- 10:30-11:30am; TTH-12:00-1:00pm - or by appointment.

Course Description:
Transition from high school to college can be full of challenges and choices. In high school everything was structured and familiar; student were clearly told what exactly was required of them. Now in college they are faced with the novel task of making choices for themselves. This seminar course is designed to facilitate this transition smoothly with a view to an increased understanding of one’s cultural identity; provide a forum to discuss and better understand cultural differences; explore the mechanisms and consequences of prejudice, oppression, and discrimination in American cultural groups; and to explore personal beliefs about human differences. This class aims at sensitizing student to recognize and respect the role of human diversity amongst us. Students will be encouraged to examine the various factors that are responsible for the development of stereotypes, prejudice, and discrimination. Students will also examine the psychological and human developmental theories as they relate to one’s development across the life-span. The role of physiological development in human development will be on of the themes of the course. Ethnicity, sexual orientation, gender, social class, and disability will also be examined. Lastly, students are expected to become culturally aware of their own values, biases and assumptions about human behavior, especially as they apply to future interactions with diverse professionals and persons in today’s multicultural society. The class will combine discussion, didactic, and experiential exercises addressing these issues. The emphasis of this course will be on developing and understanding of multicultural populations and the psychology of oppression - including exploration of socio-cultural and personal barriers to a more in-depth understanding of one’s personal similarities and difference in today’s diverse society.

Course Objectives: 
1). Students will recognize the physiological, social/cultural, and psychological influences on personal well being as well recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan.
2). Students will examine, understand, develop, and apply appropriate social skills to enhance learning and foster positive interpersonal relationships to engage and interact with diverse ethnic groups, cultures, and lifestyles from the developmental and psychological theories in a diverse, multicultural society.

3). Students will recognize themselves as individuals undergoing a particular stage of human development, and how their well-being is affected by the university’s academic and social systems, and how they can facilitate their development within the university environment.

4). Students will understand the learning process as college-level students and their responsibility, obligations, and priorities in their roles as student in a higher-learning institution.

5). Students will assess, explore, and understand what it means to be a member of a metropolitan university community and the obligations required for successful navigation of their college experience.

6). Students will acquire understanding of the worldviews of minority and culturally different groups in today’s diverse society as well as the psychological affects of racism, power, privilege, and oppression on various minority groups as they explore the psychological and developmental literature as they relate to one’s ethnic, cultural, and gender specific lifestyles.

7). Students will acquire basic knowledge about the sociocultural factors (gender, ethnicity, social class, sexual orientation, physical disability) and family influences that contribute to one’s identity development in developing a sensitive cross-cultural perspective from the literature and research in multicultural psychology and developmental theories.

**Evaluation of Student Learning:**

1. **Class attendance & participation** is CRITICAL - 20% of Final Grade - Class discussions, experiential exercises, and multimedia presentations are an essential part of the learning process during this course. Students are expected to attend class sessions as scheduled and participate in class discussions. In the unlikely event of a student absence, students will be expected to complete an individually assigned make-up assignment at the discretion of the instructor. Participation in class discussions and exercises, based on the assigned readings, is expected from ALL students. **Students are EXPECTED** to read the chapters assigned for each class period especially for comprehensive class discussions and debates.

1a). **Personal self-disclosure is appropriate and ENCOURAGED:** however, the
instructor will take into account the fact that students vary in their ease and ability to initiate or participate in such discussions. Since we will discuss child and adolescent developmental theories, in relation to ethnic and cultural identities, it will be important for students to share their personal perspectives regarding the development of identity from specific ethnic/cultural backgrounds and lifestyles.

2. **Examination(s) of Student Learning** - **30% (+20%) of Final Grade** - Students will be required to take 2-review examinations throughout the semester, and a final examination. Quizzes will be announced by the instructor, and students will be granted a weekend to study for the quizzes. Quizzes will be given on Tuesdays. The quiz-examinations will consist of multiple choice, true or false, and/or essay format. A final examination is required for students to take during the formal Final Week Period. The final examination of student learning is worth a total of 20% of your final grade.

3. **Examination of Student Writing** - **15% of Final Grade** - The FYE writing requirement is 1500 words in a language and style appropriate to discipline: (A). Students shall complete 3-Observational/Exploration/Analysis Essays (3-5 page summaries) on exposure to different cultural groups and lifestyles. from a culture that is: (1) Similar; and (2) Two Cultures that are different from their own ethnic/cultural identity. (B). Students are encouraged to attend 3 FYE Workshops (1 per month/1 summary per month) pertinent to their development as SJSU college students. These workshops are relevant to their development as first year college students, *Time Management, Organization, Health, Drinking Cautions, etc.* are workshops students in past courses have found beneficial to their development as first year freshmen. Students will receive extra-credit for turning in 1-2 page written summaries on the workshops they attended (with formal attendance confirmation).

4. **Peer Mentor Workshops** - Students are STRONGLY encouraged to join their peer mentor for campus tours, library tours, tutorials, and information sessions. Students are strongly encouraged to use library resources by completing 3 online library tutorials. They will also take online library tutorials (arranged by the class Peer Mentor). Peer mentoring activities on time management and note talking will prepare students for enhancing their integrative and intentional learning skills. This campus search will provide them with the much needed knowledge of the academic programs offered. In doing so students will be encouraged to attend the on-campus events, as well as FYE workshops. The Peer Mentor for this class will arrange with Dr. Arias extra credit for attendance and activities planned throughout the year.

**Required Readings:**
- A mandatory READER for this course is available for additional cost.

**Suggested Readings:**
Various weekly reading assignments will consist of chapters from the following texts:


**Classroom Protocol:**
University-level study is different from what you experienced in high school. The First Year Experience (FYE) Seminar Course is designed to help make your transition into college a success by helping you to develop the skills and attitude needed for the intellectual engagement and challenge of in-depth university-level study. Discovery, research, critical thinking, written work, attention to the rich cultural diversity of the campus and active discussions will be key parts of this FYE course. Enrollment in FYE courses is limited to a small number of student because these courses are intended to be highly interactive with your professor and fellow students. FYE courses explore topics and issues from an interdisciplinary focus to show how interesting and important ideas can be viewed from different perspective.

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. As a respectful reminder, please turn off (not on vibrate) your cell phone. You may not use your laptops in class unless we are doing a particular assignment which requires a laptop. Be considerate toward your peers. Many topics in this course may evoke strong emotions. Hence students are expected to show respect for others and their viewpoints. Be courteous and respectful of individual differences.

**Course Activities:**
Activities in this course will consist of class discussions and debates, observing media presentations on the psychosocial stressors and psychological development of young adults. Through in class didactic and experiential exercises, and small group discussions students will develop an understanding of the developmental literature relevant to their personal development and psychology.

**Grading and Assessment Plan:**
Students will receive a final grade for this course on:
Class Participation: 20%
2 in class quizzes: 30%
3 Cultural Exploration Papers: 30%
Final Examination: 20%

NOTE: Grading is based on a straight percentage with 90% for lowest A; 80% for lowest B; 70% for lowest C; and 60% for lowest D.

Using Desire2Learn:
Dear Student,
Our course, Identity Development & 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 9/23/2012.

**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](http://my.sjsu.edu) 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)

**Academic Integrity:**
Academic integrity is essential to the mission of San Jose State University. As such,
students, are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. 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. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. 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 degree it offers. We share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct & Ethical Development for disciplinary action which could result in suspension or expulsion from San Jose State University.

**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. Cheating at SJSU includes but is not limited to: Copying in part or in whole, from another’s text, test, completed academic assignments, or other evaluation/academic instruments applicable to the field of psychology; submitting work previously evaluated and graded in another course unless this has been approved by the course instructor or by 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.

**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 submitting it 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.

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

**Regarding Green Sheets/Syllabi:**
At SJSU, the green-sheets (or syllabus) are considered an agreement between the professor and the student regarding all the necessary and important information pertaining to the course. The green-sheets informs you about class policies, grading procedures, assignments, due dates, et. It is your responsibility as the student to read and be aware of all information contained in your green sheets. Every green-sheet you receive should be read fully and carefully and kept available for regular reference. A green-sheet is a tool required to guide the students through the course’s important dates, policies, and deadlines.

**Peer Mentors:**
The Peer Mentor Program was designed to help ease the transition to SJSU by empowering students to help each other and themselves. Peer mentors are among the best, brightest, and most diverse SJSU students. Peer Mentors are supervised by university faculty and serve as role models in the FYE/MUSE classroom and culture, help with a variety of workshops, and work in the Peer Mentors are in the FYE/MUSE classrooms as well as available in the Peer Mentor Center located in the Success Center in Clark Hall.

**Peer Mentor Center:**
Phone - (408) 924-2198
Hours: Monday-Thursday - 10:00am - 4:00pm; Tuesday evening - 6:00 - 8:00 pm; and Friday - 10:00am - 1:00pm

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**Identity Development & Prejudice**
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**Weekly Class Schedule:**
Thursday, August 23, 2012: **Overview of the Course** - Introduction of the course, course syllabus, and expectations & obligations from students as part of the FYE Culture and SJSU Freshmen. Introduction of ourselves through the prism or our personal, cultural history. Sharing our fears and hopes for the class. - Exercise(s) in Cross-Cultural Critical Thinking.

**Week 2 - Multiculturalism, Categories, & Stereotypes:**
* Tuesday, August 28, 2012: **Multicultural Dynamics in the Classroom**: Discussing our Assumptions, Fears, & Concerns about Difference

**Readings:**

* Thursday, August 30, 2012: **Categorization and Stereotyping - Defining Stereotypes and Cultural Stereotypes.**

**Readings:**

**Week 3 - Race, Ethnicity, & Culture:**
* Tuesday, September 4, 2012: **Defining Race, Ethnicity, and Culture(s) - pt 1.**

**Readings:**

* Thursday, September 6, 2012: **Defining Race, Ethnicity, and Culture(s) - pt 2.**

**Week 4 - The Social Self:**
* Tuesday, September 11, 2012: **Defining Self in a Social World - pt. 1**

**Readings:**

* Thursday, September 13, 2012: **Defining Self in a Social World - pt. 2**

**Week 5 - Gender, Gender Bias, & Gender Stereotypes:**
* Tuesday, September 18, 2012: **Defining Gender and Sexism - pt. 1**

**Readings (Refer to Course Reader):**
* Thursday, September 20, 2012:  **Defining Gender and Sexism - pt. 2**

**Readings (Refer to Course Reader):**

**Week 6 - Stereotypes Expressed & Review for Exam #1:**
* Tuesday, September 25, 2012:  **Stereotypes Expressed**

* Thursday, September 27, 2012:  **Review for Examination #1 - DO NOT MISS CLASS!!!!!!**

**Week 7 - Examination #1 and Defining Prejudice, Racism, & Oppression:**
* Tuesday, October 2, 2012:  **Examination #1:  15% of Final Grade**
***Cultural Experience Summary #1 (2-4 pages) is due today.  No Exceptions!***

* Thursday, October 4, 2012:  **Defining Prejudice, Racism, and Oppression**

**Readings:**

**Week 8 - Oppression (pt. 2) & Introduction to Freud‘s Psychosexual Development:**
* Tuesday, October 9, 2012:  **Defining Prejudice, Racism, and Oppression - pt. 2.**

* Thursday, October 11, 2012:  **Basic Concepts in Psychological Development Theories: S. Freud - pt. 1**

**Readings:**

**Week 9 - Psychological Development - Freud & Erikson:**
* Tuesday October 16, 2012:  **Freud’s Psychosexual Development - pt. 2**

* Thursday, October 18, 2012:  **Basic Concepts in Psychological Development Theories: E. Erikson**

**Readings:**
Week 10 - American Class System(s) - Dominant & Subordinate Cultures:
* Tuesday, October 23, 2012:  **Classism: Defining Dominant & Subordinate Cultures; and Bronfrenbrenner’s Ecological Model**

**Readings:**

* Thursday, October 25, 2012:  **Classism: Defining Power, Privilege, and Entitlement**

**Readings:**

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Week 11 - American Politics & Voting and Review for Exam #2:
* Tuesday, October 30, 2012:  **Development of Your Political Self** - Discussion on Voting, 2012

***Cultural Experience Summary #2 (1-3 pages) is due today. No Exceptions!***

* Thursday, November 1, 2012: **Review for Quiz #2 - DO NOT MISS THIS CLASS!!!**

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Week 12 - Examination #2 & Attraction & Liking:
* Tuesday, November 6, 2012:  **Examination #2: 15% of Final Grade**

* Thursday, November 8, 2012: **Attraction & Liking**

**Readings:**

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Week 13 - Love & Drugs:
* Tuesday, November 13, 2012:  **Defining LOVE**

**Readings:**

* Thursday, November 15, 2012: **Assessing and Discussing Drug and Alcohol Use**

**Readings:**
**Week 14: Drugs & Addictive Behaviors:**
* Tuesday, November 20, 2012: *Drug and Alcohol Use - pt. 2*

* Thursday, November 22, 2012: *No Class - HAPPY THANKSGIVING!!*

**Week 15 - Sexual Identity Development:**
* Tuesday, November 27, 2012: *Sexual Orientation, Sexual Identity, & Sexual Disorders pt. 1.*

*** Cultural Experience Summary #3 (1-3 pages) is due today. No Exceptions! ***

**Readings:**

* Thursday, November 29, 2012: *Sexual Identity Development- pt.2 - Defining Homophobia*

**Week 16 - Identity Development Review and Review for Final Examination:**
* Tuesday, December 4, 2012: *Identity Development & Prejudice - Final Class Discussion.*

* Thursday, December 6, 2012: *Last Day of Formal Instruction: Review for Final Examination and Professor Evaluations - DO NOT MISS THIS CLASS!!!!*