San José State University
First Year Experience Course (FYE) Seminar
Psychology Department
Identity Development and Prejudice Awareness
45579, Section 03, Fall, 2012

Instructors: Neelam Rattan, Ph. D.
Office: DMH 318
Telephone: 408-924-5653
Email: neelam.rattan@sjsu.edu

- Please write PSY 2Q on the subject line of your email.
- Please note that I do not regularly check email on evenings or weekends. While I try to check email regularly, please allow 1 business day for a response.

Office Hours: Monday & Wednesday 10:30AM-11:30AM
Tuesday 1:30PM-2:00PM or by appointment.

You are encouraged to see me during office hours or to contact me whenever a need arises. Please discuss with me any concerns you may have regarding our class as soon as possible (before the quiz, exam, etc.) & do not wait too long to see me.

Class Days/Time: Tuesdays & Thursdays 12:00PM-1:15PM
Classroom: DMH 308
GE Area: E (Human Understanding and Development)
Prerequisite: First term Freshmen only

Note: All courses with a 'Q' suffix are designated as First Year Experience courses.
Faculty Web Page and MYSJSU Messaging

You are responsible for regularly checking with the messaging system through MYSJSU and D2L. Copies of the course materials such as the syllabus, lecture outlines, and review sheets can be found on desire2learn. Homework assignments, instructions regarding assignments and announcements are posted on the homepage of this class so you are required to check this page daily.

Course Description

**SJSU Course Catalog Description:** “This seminar is designed to facilitate the transition to the university smoothly with a view to an increased understanding of one's cultural identity; and exploring mechanisms and consequences of prejudice and discrimination in American cultural groups.” Prerequisite: First term freshmen only.

Note: All courses with a 'Q' suffix are designated as First Year Experience courses.

**Specific Course Description:**

Transition from high school to the college can be full of challenges and choices. In high school everything was structured and familiar; students 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 students 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 one 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 an 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.

**Introduction to FYE**

University-level study is different from what you experienced in high school. The First Year Experience course (FYE) is designed to help make your transition into college a success by helping you 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 discussion will be key parts of this FYE course. Enrollment in FYE courses is limited to a small number of students because these courses are intended to be highly interactive and allow you to easily interact 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 perspectives. The FYE course is intended to introduce you to academic and co-curricular opportunities and expectations at SJSU, combining intellectual challenge with support.

Hence the overall goals of this FYE course are to help students to:

- make a successful academic & personal transition to the university;
- become engaged in the curricular and co-curricular life of the university;
- clarify their educational, professional, and personal goals.

**Course Goals and Student Learning Objectives**

This course qualifies as an Area E (Human Understanding and Development) course in your General Education Requirements. It is designed to enable you to achieve the following learning outcomes:

**CLO1 Recognize the physiological, social/cultural, and psychological influences on personal well being. [GE]**

The following activities and readings are aimed at helping you achieve this Learning Objective:

* Students will examine the theories of psychosocial development specific to ethnic identity and social identity development, e.g., theories of Freud, Erikson.
* Students will examine empirical literature pertaining to social-cognitive neuroscience to understand the linkage between functioning of the brain, the thoughts, affect and behavior that arise as a result of those functions.
**CLO2 Students shall recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan. [GE]**

In meeting of this Learning Objective:

* Students will process their understanding of personal adjustment, stress, coping, and development of their personal identity as they transition from high school to college level. A special emphasis will be placed on assessing psychosocial stressors relevant for first year or first generation college freshmen.
* Students will analyze the impact of group interactions from a social psychology perspective and how society, racism, and other forms of oppression contribute to their social and psychological development e.g., by way of in–class discussions students will be asked to examine the responsibility of society in the development of stereotyping, how students deal with it and what recommendations they have for themselves and others when they face racism, oppression and how it impacts their identity development.
* Students will take 3 examinations (multiple choice with an essay question) covering their understanding of the psychological literature and theories related to development across the lifespan.

**CLO3 Students will develop and use appropriate social skills to enhance learning and develop positive interpersonal relationships to engage and interact with diverse ethnic groups, cultures, and lifestyles. [GE]**

* Through class role-plays, role-modeling, and use of class exercises, discussions, media presentations, and examining the cross-cultural, psychological literature on identity development, students will openly analyze and discuss their personal relationships with others in various social contexts.
* Students will engage in critical thinking exercises frequently as a means of developing a psychological understanding of diverse “worldviews.” Students will analyze and discuss their internal reactions regarding sensitive issues of diversity, difference, and oppression. Students will discuss stereotype threat and disidentification and the role they play in their development within the university environment.
* Students will observe and participate in meetings/activities of various organizations, student clubs, and other cultural events relevant to the SJSU college culture. In doing so they will learn to acquire civic responsibilities, they will understand their role as educated citizens who will participate and guide our democracy.
* Student shall write one observational/exploration essay (750 words) in which they will observe a different culture. This essay will capture their immersion experience and their exposure to a different culture as they familiarize themselves to this culture by watching a movie, visiting a restaurant, conducting an interview with a person belonging to the chosen culture. Students will critically analyze and appreciate their reactions to their diverse immersion experience.
CLO4 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. [GE]

Following are the activities that will help you achieve this Learning Objective:
* Students will learn appropriate study skills and methods for acclimation into the SJSU environment/culture, e.g., peer mentor activities on note-taking, goal setting.
* Students will write brief summaries on activities related to social and multicultural college-campus experiences.
* Students will acclimate themselves to the SJSU intellectual and multi-social cultures both academically and personally.
* Students will write a scholarly paper by choosing any one of these topics, i.e., examining the psychological effects of prejudice and oppression, psychological effect of disidentification, stereotype threat, impact of race on academic achievement.

By the end of the FYE course, students will be able to:

1) Appreciate and discuss the value of higher education to individuals and society.

Assessment of this FYE Learning Objective:

Following are the activities that will help students meet this FYE Learning Objective:

i) Scholarly paper: Students will be encouraged to use their information literacy skills following a library tour to research the topic and write a short scholarly paper.
ii) Education Planner: Complete an education planner.

2) Locate academic and co-curricular experiences and resources at SJSU that will help them achieve their educational goals.

Assessment of this FYE Learning Objective:

a. Graduation Plan: Students will develop a plan to graduation (or a plan for their first 2 years) and have it signed by their major adviser.
Workshops/ FYE events: Students will be required to attend a minimum of 3 FYE events/workshops (one each in Sept, Oct, and Nov) and present the information they learned to the class and submit a write-up about what they learned.
b. **Two non-campus, non FYE events**: Students will be required to attend 2 on-campus, non-FYE events to provide with a breadth of campus experiences. These events should reflect both co-curricular and cultural aspects of the University.

c. **Scavenger Hunt**: Students will conduct a scavenger hunt.

d. **“Choosing a Major” tutorial**: Students will be asked to complete this tutorial at the Career Center website.

3) **Identify the skills and attitudes that contribute to academic success as a university-level scholar and assess their own strengths and limitations in those areas**

**Assessment of this FYE Learning Objective:**

i) **FYE personal reflection paper**: Students will write a two-page FYE personal reflection paper of their college experience for their first month in college. They will answer these questions in writing of this self reflection: “What are some of the major changes that you have experienced? Did something go better or worse? What did you find the most challenging? If you could change something what would it be?”

ii) **Library Tutorials**: Students will be required to take these tutorials and score a minimum of 90% to get credit for taking these tutorials. These tutorials namely, Library Basics, InfoPower, Stairway to Success, Plagiarism, can be accessed by visiting: http://libguides.sjsu.edu/tutorials

iii) **University Scholar Questionnaire**: Students will complete the University Scholar questionnaire (see attachment B) at the beginning and end of the semester.

4) **Demonstrate an ability to participate actively and respectfully during class discussions and dialogues, recognizing how their own and others’ identities influence their interactions and how to bridge differences.**

**Assessment of this FYE Learning Objective:**

**Sensitivity-building Exercises**: This Learning Objective will be met by asking students to participate in sensitivity-building exercises:

i) **What’s in a Name?** Students will be asked to say their name, and explain the history of their name, what language it comes from, its meaning, any special
reason why the name was selected by the parents. Do they have any nicknames and what these mean? Then students will be asked to reflect on the many diverse ethnicities, cultures and family histories that have just been shared.

ii) **Unpacking the Knapsack**

The well-known essay, "White Privilege: Unpacking the Invisible Knapsack," by feminist scholar Peggy McIntosh will be assigned as a take-home reading. This will be followed by an in-class discussion on the following day.

**Psychology Program Learning Outcomes (PLOs):**

Upon successful completion of the Psychology Major requirements, the following are expected:

**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 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

**Required Texts/Readings:**

**Specific Material from these sources are listed in the weekly assignments:**


**Additional Suggested Text Readings:**

Important Web Addresses:
http://www.apa.org/
http://understandingprejudice.org
http://www.socialpsychology.org/social.htm

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

University-level study is different from what you experienced in high school. The First Year Experience 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 discussion will be key parts of this FYE course. Enrollment in FYE courses is limited to a small number of students because these courses are intended to be highly interactive and allow you to easily interact 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 perspectives. 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.
- Do not talk, read, or eat during 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.
- 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.

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.

Meeting with the Instructor:
Students are encouraged to meet with the instructor should they wish. While it is anticipated that students would feel comfortable addressing many questions and concerns in class discussions, nonetheless we know that you may wish to have the opportunity to have a private meeting with either of us. Your instructor would be pleased to meet with you at an arranged meeting space on campus by appointment or you could make an appointment via e-mail.

Office: DMH 318
Office Hours: Monday & Wednesday 10:30A.M.-11:30A.M.
Tuesday 1:30P.M.-2:00P.M. or by appointment.
Office Phone: 408-924-5635
E-mail: Neelam.Rattan@sjsu.edu

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/.

Attendance: Attending lectures is of prime importance for your success in the course. You are expected to be regular in your attendance. However attendance per se shall not be used as a criterion for grading according to Academic Policy F-69-24.

Assignments and Grading Policy
This is a course in Area E: Human Understanding and Development. There will be lectures, readings, media presentations, discussions and critical thinking exercises using the course text as well as studying additional material provided to you in class. There will also be class presentations by students. Activities that focus on identity development and prejudice will be an important part of the classroom culture. So as to familiarize you with university life, there will be specific activities to do that. The schedule (tentative) lists the various assignments and course components.
1. **Class Participation**-(60 points): Class discussions, experiential exercises, pop quizzes, and multimedia presentations, in-class writing assignments, 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. Points will be awarded for asking good questions, participating in class discussion and debates, experiential exercises (What’s in a Name), examinations (3), as well as participating in the scavenger hunt, completing the “Choosing a Major” tutorial at the Career Center website, completing the University Scholar questionnaire, attending two non-campus events. The success of this class is directly dependent on your participation. In the unlikely event of a student absence, students will be expected to acquire notes from a fellow student who attended class. Participation in class discussions and exercises, based on the assigned readings, is expected from ALL students.

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 developmental theories, in relation to ethnic and cultural identities, it is 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** – (150 points - 2 – In Class Exams and a Final) - Students are required to take 2 examinations – each exam will comprise of 40 multiple choice and/or true or false questions, and/or essay format (10 points), and a final examination. Examinations will be announced by the instructor, and students will be granted a weekend to study for the examination.

3. **Examination of Student Writing** – The FYE writing requirement is 1500 words in a language and style appropriate to discipline.
   a) Students will write: 3=1-2 page summaries on FYE workshops. Summaries are due by the end of each month. Each summary is worth 5 points participation points.
   b) Students will write two essays: Personal Reflection Essay and Observational Essay. Each essay will be worth 35 points.

3 a). **Scholarly Article**-50 points:
You are to write a scholarly paper by referring to the readings in the textbook “Doing Race” as well as consulting empirical articles in peer-reviewed journals. 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. Papers will be graded on content and technical accuracy. Your paper should critically review the relevant empirical research and theory for your topic.

   You are to choose one topic from those given below:
   - Race in the News
   - Stereotype threat and disidentification
Racialized Incarceration
Prejudice against the “Other”
The Psychological Effects of the Cycle of Oppression
Defining and Coping with Social Stigma
Race, resources and Student Achievement
Overcoming Prejudice

This paper must include:
**Title page** (1 page) includes title of your paper, your Name, Course, Course Number, Semester/Year, and Due Date.

- **Introduction (1 page)**
  - The first sentence should stimulate the reader’s interest as well as draw attention to a contentious issue that a wide spectrum of audience can relate to.
  - Clearly identify the topic.
  - Indicate why the topic is important and cite references to support this.
  - Discuss the critical issues, have a statement that you will support.

- **Body (2-3 pages)**
  - Use your sources to support your thesis statement.
  - Bring up contradictory evidence to your thesis as well.
  - What are other concerns that these papers need to address?

- **Conclusion (1 page)**
  Re-describe the main points of your paper and how they pertained to your thesis. (Wrap-Up). Why and how was your thesis unique?

**Grading and Assessment Plan:**
Students will receive a final grade for this course based on a total of 350 points:

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<th>Assignment</th>
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<td>Class Participation</td>
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<td>2 in class Exams</td>
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<td>Personal Reflection Essay</td>
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<td>Observational Essay</td>
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<td>Scholarly Paper</td>
<td>50</td>
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<td>Drug Research Presentations</td>
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<td>Completion of Tutorials (4)</td>
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<td>Final Exam</td>
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GRADING SCALE:

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- All assigned work should be submitted on the specified date.
- Late submissions will amount to an immediate loss of 10% of the due credit.
- Assignments which are more than three weekdays late will not be accepted. There will be no exceptions to this and the assignments will be submitted personally. No credit will be awarded for emailed assignments.
- This course will follow this syllabus to the extent possible. However timing and specific nature of topics and activities may change. In case of any such changes, these will be clearly stated and mentioned in class. You are responsible for noting down any changes made to the class syllabus.

Make-up Policy:

A make-up or extension on a course requirement will be given under extraordinary and well-documented circumstances. Where such circumstances exist, it is your responsibility to notify me by leaving me a voicemail or email message including your name and telephone number as soon as possible and no later than two (2) days after the scheduled Exam/Quiz date. APPROPRIATE WRITTEN DOCUMENTATION (e.g., a physician’s note) WILL BE REQUIRED FOR A MAKE-UP TO RECEIVE THE FULL MAKE-UP CREDIT. If you are not able to obtain such documentation and you have a serious and extenuating circumstance that has prevented you from fulfilling a requirement as scheduled, notify me as soon as possible. Depending on the circumstances, you may be allowed a make-up. However, a make-up without appropriate written documentation will result in partial credit (i.e., points will be deducted). If you have questions about this policy, please see me.
Peer Mentor Center
The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor web site is located at: http://www.sjsu.edu/muse/peermentor/.

Contact Information: 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

Using Desire2Learn:
Dear Student,
Our course, Identity Development & Prejudice Awareness, 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.

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](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf).

**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](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](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) ([http://www.drc.sjsu.edu/](http://www.drc.sjsu.edu/)) to establish a record of their disability.

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.
Learning Assistance Resource Center
The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http://www.sjsu.edu/larc/.

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

Student Success and Wellness
Attending to your wellness is critical to your success at SJSU. I encourage you to take advantage of the workshops and programs offered through various Student Affairs Departments on campus such as Counseling Services, the SJSU Student Health Center/Wellness & health Promotion Dept., and Career Center. See http://www.sjsu.edu/wellness or http://www.sjsu.edu/counseling/Workshops/ for workshops/events schedule and links to other services on campus that support your wellness.

Building Bridges: Identity Development and Prejudice Awareness
Course Schedule Fall, 2012

Note: The schedule is subject to change with fair notice. You will be notified in class, as well as via email.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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| 1    | Aug. 23| **Overview of the Course** - Introduction of ourselves the course, course syllabus, and expectations & obligations from students as part of the FYE Culture and SJSU Freshmen.  
**Multicultural Dynamics in the Classroom:** Discussing our
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<tbody>
<tr>
<td>2</td>
<td>Aug. 28</td>
<td>Assumptions, Fears, &amp; Concerns about Multiple &amp; Shifting Identities. Exercise(s) in Cross-Cultural Critical Thinking. (What’s in a Name)</td>
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<td></td>
<td>*** Peer Mentor Activity on Time Management and about developing a plan to graduation (or a plan for your first 2 years) and to have it signed by your major adviser. ***</td>
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<tr>
<td>3</td>
<td>Sept. 04</td>
<td><strong>Defining Race, Ethnicity, and Culture(s)</strong></td>
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<td>*** FYE WORKSHOP #1 REQUIREMENT is due today***</td>
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<tr>
<td>3</td>
<td>Sept. 06</td>
<td>Library Tour</td>
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<tr>
<td>4</td>
<td>Sept. 11</td>
<td><strong>Defining Self in a Social World: Who am I?</strong></td>
</tr>
<tr>
<td>4</td>
<td>Sept. 13</td>
<td><strong>Basic Concepts in Psychological Development Theories: S. Freud</strong></td>
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<tr>
<td>5</td>
<td>Sept. 18</td>
<td><strong>Basic Concepts in Psychological Development Theories: E. Erikson</strong></td>
</tr>
<tr>
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| 5    | Sept. 20| **Categorization and Stereotyping - Defining Stereotypes, Prejudice and Discrimination.**  
Readings:  
***Peer Mentor Activity on Goal Setting*** |
| 6    | Sept. 25| **Defining Stigmatization & Race**  
Readings:  
| 6    | Sept. 27| **Stereotypes, Identity, and Achievement.**  
Readings:  
Discussion on Affirmative Action |
| 7    | Oct. 02 | **EXAM 1**                                                                                                                                                                                                                           |
| 7    | Oct. 04 | **Classism: Defining Power, Privilege, and Entitlement**  
Video: Mirrors of Privilege: Making Whiteness Visible  
^^^ Thesis statement of the Scholarly Paper due today^^^ |
| 8    | Oct. 9  | **Classism: Defining Power, Privilege, and Entitlement**  
Readings:  
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<tr>
<td></td>
<td></td>
<td>--Part Four: Ways of Being White: Privilege, Perceived Stigma, and Transcendence, (415-436). <strong>Discussion on Peggy McIntosh’s article</strong></td>
</tr>
</tbody>
</table>
| 8    | Oct. 11 | **Structured for Failure: Race, Resources, and Student Achievement**  
***FYE Personal Reflection Paper due today. No Exceptions*** ^^^ |
| 9    | Oct. 16 | **Poverty, Prejudice, Punishment**  
Readings:  
***Library Tutorials Due*** |
| 9    | Oct. 18 | **Classism: Defining Dominant and Subordinate Cultures**  
Readings:  
***Choosing a Major*** Tutorial Due |
| 10   | Oct. 23 | **Classism: Defining Dominant and Subordinate Cultures**  
Bronfrenbrenner’s Ecological Model: Influences on Identity Development.  
Readings:  
^^^Observational Essay Due today. No Exceptions! ^^^ |
| 10   | Oct. 25 | **Sexism**  
Readings:  
*** FYE WORKSHOP #2 REQUIREMENT is due today*** |
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| 11   | Oct. 30| **Sexism**  
          Video: Killing Us Softly III  
          Followed by in-class discussion.  
          ^^\^ Rough Draft of the Scholarly Paper is due today. No Exceptions!!^\^|
| 11   | Nov. 01| **Sexism**  
| 12   | Nov. 06| **Review for EXAM 2 Do Not Miss Class Today!!** |
| 12   | Nov. 8 | **EXAM 2** |
| 13   | Nov. 13| **Sexual Identity Development: Defining Homophobia. Microaggressions in Contemporary America**  
          Readings:  
| 13   | Nov. 15| **Sexual Identity Development: Defining Homophobia. Microaggressions in Contemporary America**  
          Readings:  
| 14   | Nov. 20| **Video: “If These Walls Could Talk 2.”**  
          Followed by in-class discussion.  
          ^^\^Final Draft of the Scholarly Paper is due today. No Exceptions!!^\^|
| 14   | Nov. 22| **No Class - HAPPY THANKSGIVING!!!** |
| 15   | Nov. 27| **The Psychological Affect of Drug/Alcohol Use on Identity Development**  
          !!! In-class Student Presentations!!! |
<table>
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  ***FYE WORKSHOP #3 REQUIREMENT is due today***                                                                 |
| 15   | Nov. 29 | **Identity Development: Drug and Alcohol Use**  
  And Peer Mentor Presentation on Getting Involved on Campus:  
  !!! In-class Student Presentations!!!  
| 16   | Dec. 04 | **Cultural Awareness & Identity Development: Now What?**  
  **Readings:** Plous, S. (2003). Excerpts from *Understanding Prejudice and Discrimination*. Montezuma Publishing. -- Section IX. |
| 17   | Dec. 06 | **Last Day of Formal Instruction: Review for Final Examination**  
  DO NOT MISS THIS CLASS!!!!  
| Final Exam | 12/12  | **DMH 308 FROM 9:45 AM to 12:00PM** |