San José State University
Department of Psychology
PSYC 191, Psychology of Prejudice, Sec. 02
Spring 2012

Instructor: Dr. Neelam Rattan
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Office Hours: Monday & Wednesday 3:00P.M.-4:15P.M.
            Tuesday & Thursday 10:30A.M.-11:45A.M.
            Office Hours End On 5/15/2012
Class Days/Time: Tuesdays & Thursdays 9:00A.M.-10:15A.M.
Classroom: CL 117
Prerequisites: Completion of Core GE, satisfaction of Writing Skills Test and upper division standing. For students who begin continuous enrollment at a CCC or a CSU in Fall 2005 or later, completion of, or corequisite in a 100W course is required.
GE/SJSU Category: Area S: Self, Society, & Equality in the U.S.

Faculty Web Page and MYSJSU Messaging
You are responsible for regularly checking with the messaging system through MYSJSU and D2L.
Course Description

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

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

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

Course Goals and Course Learning Objectives

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

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

- Students will be able to recognize and describe how prejudice shapes the experiences of people who are most often the targets of prejudice in the U.S. i.e. racial, ethnic, gender, sexual orientation, age abilities, etc.
Students will be able to recognize and describe the underlying psychological processes which, in conjunction with societal forces, lead to the development of prejudice.

- Students will also be able to apply critical thinking skills to identify and analyze prejudicial beliefs and behaviors.

- Students will be able to articulate the effects of prejudice in their own experiences.

- Additionally, students will be given an opportunity to investigate topics in psychology related to prejudice and to practice applying critical thinking skills

**Within the context of psychology, broad topic areas include (among others):**

- The underlying psychological processes of prejudice and discrimination
- The development of prejudice
- Stereotypes and their formation, purpose, maintenance, and how they
- Racism
- Sexism
- Prejudice against gays and lesbians
- Prejudice against people with disabilities
- Prejudice against the elderly

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

One of the main goals of the Area S course is that:

“Students will study the interrelationship of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, equality, and structured inequality in the U.S., its institutions, and its cultures.”

Therefore in addition to achieving the abovementioned course objectives, students who successfully complete this course shall be able to:

**Learning Objective # 1:** Describe how identities (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.

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

**Learning Objective # 3:** Describe social actions which have led to greater equality and social justice in the U.S. (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).

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

All courses in Area S of SJSU studies must include the following Content Objectives to promote the above mentioned student learning objectives:

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

**Writing**-Written assignments should include both in-class and out-of-class writing, giving students practice and feedback throughout the semester. Evaluative comments must be substantive, addressing the quality and form of writing. A single final term paper would not satisfy the requirement. A minimum of 3000 words of writing is required in a language and style appropriate for the discipline.

**Civic Learning**-Courses shall address the civic relevance of the topic in an appropriate manner.

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

**Explanation of how course activities and assignments will be used in assessment of Area S Learning and Content Objectives:**

**Learning Objective# 1:** Describe how identities (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.

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

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

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

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

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

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

**Learning Objective# 3:** Describe social actions which have led to greater equality and social justice in the U.S. (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).

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

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

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

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

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

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

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

**Content Objective# 2: Writing**- Written assignments should include both in-class and out-of-class writing, giving students practice and feedback throughout the semester. Evaluative comments must be substantive, addressing the quality and form of writing. A single final term paper would not satisfy the requirement. A minimum of 3000 words of writing is required in a language and style appropriate for the discipline.

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

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

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

**Content Objective# 4: Values Clarification**- Students should demonstrate their ability to articulate and discuss their values, understand the source of those values, and engage in civil discourse.

Students will participate in a class discussion-cum-writing activity 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 assess this objective.

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

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

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

Program Learning Outcomes (PLO)

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.

Assignments and Grading Policy

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

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

Points to be noted:  
- To receive complete credit on your papers, you must pay careful attention to grammar, spelling, sentence construction etc. Proof read the material. Papers that contain spelling and grammatical errors will result in a substantial point reduction.  
- Papers handed in late will lower your grade by five points for each day late.  

Assignments:  
- This course entails providing a conducive environment for exploring ideas. Many controversial issues will be discussed, you will be presented with a plethora of information, and you are to examine the information in a matured and thoughtful manner. These two assignments will be organized around the spheres (“isms”) which we are investigating in the class, i.e. race, gender etc. Each student must choose one sphere for the interview assignment and a different sphere for the media-watch analysis. For example, if you have chosen to interview a person with a disability, you may choose to undertake the media-watch analysis on the issue of race. This will enable each student to actively learn about the different spheres of prejudice.  
  1. **Individual interview**: Your assignment is to choose someone from a target group to interview about their personal experiences with prejudice, discrimination, inequality etc. The interview should focus on their perspective as a target group member, e.g. a person of color, or a gay/lesbian person, or a person with a multiracial identity etc. You will be provided with details of conducting a good interview, in the class. A brainstorming session will be held in the class to come up with appropriate interview questions. Students will be grouped together based on the particular sphere they choose for the interview. For example, all students choosing to interview someone about their experiences with prejudice as a person with a disability will be grouped together. Each group created will submit the questions to me prior to the interview. The person you interview may or may not be a relative or friend of yours. Arrange a time free from interruptions and other people, in a setting comfortable for the
person being interviewed. Take careful notes during the interview or tape it (with the permission from the person being interviewed) and review it later. A 4-5 page typed report of the interview and your reactions has to be turned in. The written report should include the following sections and will be worth 25 points:

- **Introduction**—should explain who you choose and why; his/her relationship with you.
- **Methodology**—this includes setting, procedures, etc.; who was present; whether you taped, took notes, etc. Any unusual aspects e.g. their sister joined you half way through. In other words, anything that might influence your findings
- **Findings**—content of the interview, i.e. questions and responses (you can do in a question/response format)
- **Conclusions**—yours and the subject’s responses to the interview, include your emotional responses as well as your cognitive responses
  - This paper must contain at least 2 references from empirical articles to support your findings. These articles must come from peer-reviewed journals.
  - In addition, each interview group will prepare a powerpoint presentation to present in class, summarizing their interview findings. This is worth 10 points.

2. **Media-watch analysis**: You and your group will observe and record how people from the sphere you choose to investigate are portrayed in the media; i.e. television, movies, music, news, magazines, etc. This will be further explained in class. Group portion of the assignment:

- Each group will perform planned observation.
- Prepare a powerpoint presentation to present in class, describing their methodology and summarizing their findings.
- Present the findings in class and participate in class discussion.
- This is worth 10 points

For the individual portion of this assignment, each student will write a 2-3 page report (worth 25 points) in which he/she will:

- Analyze and discuss what their findings mean.
- Relate their findings to the material discussed in lecture and in text. The paper must contain at least 2
references from empirical articles to support your findings. These articles must come from peer-reviewed journals. Describe the implications of their findings.

- Describe the implications of their findings.

Class Participation (30 points):

Since this is in part an experiential class, attendance and participation is crucial to your overall grade performance. Each time you are absent, your participation in class activities will be going down, thereby, resulting in lowering of your grade. Many classroom activities and discussions will supplement the reading and students are responsible for all material, assignments and explanations, given in class, even if they were absent.

In-class Debates (10 points):

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

Pretest and Posttest Assessment:

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

Exams

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

Assignments and Grading Policy

GRADING DETAILS:

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

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

Points to be noted:

➢ To receive complete credit on your papers, you must pay careful attention to grammar, spelling, sentence construction etc.

➢ All the written assignments are to be proof-read paper before being turned in and checked for Punctuation, Grammar, Spellings. Your papers are to be typewritten, double-spaced, 12 pitch font, one-inch margins, using Times New Roman font. On a sheet attached to the front of all your papers, Title of your paper, your Name, Course, Course Number, Semester/Year, and Due Date are to be included. Written work should follow the guidelines described in the American Psychological Association Publication Manual (6th Ed.). For some assignments students may be required to upload their work to Turnitin.com to ensure that material is not plagiarized. In case of material being found to be plagiarized the student will be accorded a failing grade (F). The student will also be referred to the Office of Student Conduct and Ethical Development for further action.

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

➢ 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 exams:

You will be allowed to reschedule an exam only under extraordinary and well-documented circumstances. It is your responsibility to notify me before the date of the exam, either via email or by leaving me a voicemail including your name, and telephone number. 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.
Required Texts/Readings

Textbook

Suggested Readings:

Useful Websites:
1. www.apa.org
2. UnderstandingPrejudice.org

Classroom Protocol
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 lectures, in-class activities, guest presentations, and films.

If you miss a class, you are responsible for getting the information covered. 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.

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.

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 the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/.
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.

**Using Desire2Learn:**
Dear Student,
This course 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.
University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires 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 Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

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 your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 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 Disability Resource Center (DRC) at 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 inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information 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/about/staff/.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/

Student Success and Wellness

Attending to your wellness is critical to your success at SJSU. I strongly 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 workshop/events schedule and links to many other services on campus that support your wellness! You may go to http://events.sjsu.edu to register for any one of the workshops.
Tentative Course Schedule for 22612, Psychology of Prejudice, Spring 2012

Note: The schedule is subject to change with fair notice. You will be notified in class, as well as via email, and announcements posted on desire2learn.

Table 1 Course Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY</th>
<th>TOPIC</th>
<th>MATERIAL DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/26</td>
<td>Ice breakers by way of activity on stereotyping and prejudice, followed by discussion.</td>
<td>Class introduction. Discussing the course requirements.</td>
<td>Bring 882e scantron to next class for Pretest</td>
</tr>
<tr>
<td>1/31</td>
<td>Take the PreTest</td>
<td>Chapter 1 — Defining Stereotypes and Prejudice</td>
<td></td>
</tr>
<tr>
<td>2/2</td>
<td>Discussion about Interviews.</td>
<td>Chapter 1 continued</td>
<td></td>
</tr>
<tr>
<td>2/7</td>
<td>Groups formed. Identity of the persons to be interviewed to be discussed.</td>
<td>Chapter 2 Origin and Maintenance of Stereotypes</td>
<td></td>
</tr>
<tr>
<td>2/9</td>
<td>Groups meet.</td>
<td>Chapter 2 continued</td>
<td></td>
</tr>
<tr>
<td>2/14</td>
<td>Groups meet.</td>
<td>Chapter 2 Origin and Maintenance of Stereotypes continued</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Chapter</td>
<td>Assignment</td>
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<tr>
<td>2/16</td>
<td>Debate on Affirmative Action</td>
<td>Chapter 3 Feeling vs. Thinking</td>
<td>Individual Interview Reports Due</td>
</tr>
<tr>
<td>2/21</td>
<td>Group Presentations Begin</td>
<td>Chapter 3 continued</td>
<td><em><strong>Individual Interview Reports Due</strong></em></td>
</tr>
<tr>
<td>2/23</td>
<td>Groups Presentations</td>
<td>Chapter 3 continued</td>
<td></td>
</tr>
<tr>
<td>2/28</td>
<td>Video: “Mirrors of Privilege: Whiteness Visible”</td>
<td>Chapter 3 continued</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In-class activity on various forms of privilege</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/1</td>
<td>FIRST EXAM</td>
<td>(Chapters 1-3)</td>
<td>Bring 882 e scantron</td>
</tr>
<tr>
<td>3/6</td>
<td>Video: “True Colors”</td>
<td>Chapter 4 The Prejudiced Personality continued</td>
<td>In-class notes to be turned in at the end of the class.</td>
</tr>
<tr>
<td>3/8</td>
<td>Explaining Media Analysis Assignment. Groups formed.</td>
<td>Chapter 4 continued</td>
<td></td>
</tr>
<tr>
<td>3/13</td>
<td>Groups meet. Frame media questions.</td>
<td>Chapter 4 continued</td>
<td></td>
</tr>
<tr>
<td>3/15</td>
<td>Media groups meet.</td>
<td>Chapter 5 Old-Fashioned Vs Modern Prejudice</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Chapter(s)</td>
<td>Notes</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------</td>
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<td>------------------------------------------------</td>
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<tr>
<td>3/20</td>
<td>Debate on Diversity in the Bay Area</td>
<td>Chapter 5 continued</td>
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</tr>
<tr>
<td>3/22</td>
<td>Media groups meet.</td>
<td>Chapter 5 continued</td>
<td></td>
</tr>
<tr>
<td>4/3</td>
<td>Media group presentations Begin.</td>
<td>Chapter 6 Experiencing Prejudice</td>
<td><em><strong>Individual Media Reports Due</strong></em></td>
</tr>
<tr>
<td>4/5</td>
<td>Media group presentations.</td>
<td>Chapter 6 continued</td>
<td></td>
</tr>
<tr>
<td>4/10</td>
<td>Media group presentations.</td>
<td>Chapter 6 continued</td>
<td></td>
</tr>
<tr>
<td>4/12</td>
<td><strong>SECOND EXAM</strong></td>
<td>(Chapters 4-6)</td>
<td>Bring 882 e scantron</td>
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<tr>
<td>4/17</td>
<td></td>
<td>Chapter 7 Ageism</td>
<td></td>
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<tr>
<td>4/19</td>
<td>Video: “If These Walls Could Talk 2.”</td>
<td>Chapter 7 continued</td>
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<tr>
<td>4/24</td>
<td></td>
<td>Chapter 7 continued</td>
<td></td>
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<tr>
<td>4/26</td>
<td>Video: “Killing Us Softly III”</td>
<td>Chapter 8 Sexism</td>
<td>In-class notes to be turned in at the end of the class.</td>
</tr>
<tr>
<td>5/1</td>
<td></td>
<td>Chapter 8 continued</td>
<td></td>
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<tr>
<td>5/3</td>
<td></td>
<td>Chapter 8 Continued</td>
<td></td>
</tr>
<tr>
<td>5/8</td>
<td>In-class discussion on genesis of structured inequalities in the U.S.</td>
<td>Chapter 9 Reducing Prejudice</td>
<td></td>
</tr>
<tr>
<td>5/10</td>
<td>Video “Eye of the Storm.”</td>
<td>Chapter 9 continued</td>
<td></td>
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<tr>
<td>5/15</td>
<td>Take the Post Test</td>
<td>Chapter 9 continued</td>
<td></td>
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<tr>
<td></td>
<td>Final Exam (Chapters 7,8,9)</td>
<td>22nd of May</td>
<td>CL 117</td>
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<td></td>
<td>7:15 A.M.-9:30 A.M.</td>
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