San Jose State University  
College of Social Science/Department of Psychology  
The Psychology of Prejudice  
PSYC 191; Sec. 05 - (#422811)  
Spring, 2014

Instructor: Russell A. Arias, Ph.D.

Office Location: DMH #232

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Office Hours: MW - 12:00-1:00pm; TTH - 9:00-10:00am  
- or by appointment.

Class Days/Times: MW - 9:00 - 10:15am

Classroom: DMH#353

Prerequisites: Completion of Core GE, satisfaction of Writing Skills Test  
and upper division standing. For students who begin  
continuous enrollment at a CCC or a CSU in Fall 2005 or  
later, completion of, or co requisite in a 100W course is  
required.

Course Description:  
*SJSU Course Catalog Description:* “Provides an examination of psychological theory  
and research related to prejudice and discrimination from the perspectives of both the  
holders and targets of prejudice. Includes individual and small group exercises to provide  
experiential learning.” Prerequisite Completion of Core GE, satisfaction of Writing  
Skills Test and upper division standing. For students who begin continuous enrollment at a CCC or a CSU in Fall 2005 or later, completion of, or prerequisite in a 100W course is required.

*Specific Course Description:* This course is designed to facilitate an increased  
understanding and awareness of the prejudice(s) we have of others in a social context.  
Prejudice primarily involves having negative beliefs and attitudes toward member of  
specific racial/cultural groups. The pre-judgment we have of “other” individuals is merely an evaluation because they belong to a particular group we “learned” to discriminate against. As a result, discrimination is the negative behaviors/actions toward people of the “out-group” that are the targets of our personal conscious and unconscious prejudices.
This course will provide a diverse, open forum to discuss and better understand the psychological affects on one’s identity development and mental health based on racial/ethnic/cultural differences. We will also explore and examine the mechanisms and consequences of prejudice, oppression, and discrimination on various ethnic/cultural groups; and explore personal beliefs about human differences, e.g., gender, ethnicity, culture, sexual orientation, social class and other aspects of social differences.

Special Note - Many topics in this course may evoke strong emotions. As a result, students are expected to think critically, be mature, and show respect for others (including the professor) and their personal “worldviews.” Should a student feel “threatened” or uncomfortable regarding any content area discussed in class, it is extremely important to meet with the professor and discuss their issues before taking the complaint outside of the class culture. Please be respectful of the class culture and the willingness of students to disclose their personal examples of oppression on their psychology. Part of developing a diverse, multicultural understanding is learning to have empathy and sympathy for another, different person than yourself. Therefore, students are expected to be able to agree to disagree with maturity and respect.

Course Goals and Course Learning Objectives:

SJSU Studies (Area S) Learning Outcomes (LO):
One of the main goals of the Area S course is that “Students will study the interrelationship of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, equality, and structured inequality in the U.S., its institutions and its cultures.” Therefore in addition to the above mentioned course objectives, students who successfully complete this course shall be able to:

LO1: Describe how identities (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality: 1). Students will acknowledge, identify, and understand how prejudice(s) shape the experiences of people who are most often the targets of discrimination in the United States. 2). Students will examine the underlying psychological processes which lead to the development of prejudice and discrimination in a social context.

LO2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.: 1). Students will analyze and articulate the affects of prejudice in their personal development as it relates to identity development. 2). Students will become aware of their own values, biases, and assumptions about human behavior. 3). Students will acquire knowledge and understanding of the worldview of culturally different groups. We will also examine the biases, values, and assumptions about human behavior many different cultural, ethnic groups have of other groups in contemporary America.

LO3: Describe social actions which have led to greater equality and social justice in the U.S. (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or
1). Students will develop an understanding of the operation of oppression, power, and privilege in an American context. Who are the oppressed and privileged in America? What are some of the long-term and short-term psychological effects of oppression? Can oppression damage one’s mental health, and if so, how?

LO4: Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.: 1). Students will identify and analyze aspects of their own, personal ethnic and cultural identities, and the effects of prejudice and discrimination on the development of one’s identity development and mental health. 2). Students will also examine the various psychosocial stressors that affect the development on one’s psychological identity as a result of discrimination and oppression. 3). Students will develop a deeper understanding and more open-minded perspective about diversity and personal differences in an American context.

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

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

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.

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

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.

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

Content Learning Objectives (CLOs):
CLO1: Describe how identities (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.

Activities and assignments used in assessment of this CLO:
1). Media watch analysis - Through this assignment students will examine how media affects identities within the society. They will be able to critically analyze media
- CLO2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.
Activities and assignments used in assessment of this CLO:
1). Cultural Exploration Research - Students will immerse themselves in a new culture; research the demographics of the culture; examine the history of oppression in American; and interview a person who has been a target of prejudice and discrimination from that culture.

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

- CLO3: Describe social actions which have led to greater equality and social justice in the U.S. (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).
Activities and assignments used in assessment of this CLO:
1). In-Class Discussion and Debates - Students will examine the contemporary media and engage in respectful discussions and debates on such issues as Immigration Policies, Republican and Democrat Groupthink Beliefs, and other issues which create prejudice and oppression.

- CLO4: Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.
Activities and assignments used in assessment of this CLO:
1). Media-Watch Analysis & Daily Class Debates/Discussions: Students will view various videos on intercultural communication and they will submit in-class video paper after watching the video. In this paper they will describe strategies they believe could enhance constructive interactions between people from different social, cultural racial, ethnic groups here in the U.S.

- CLO5: Diversity - Issues of diversity shall be incorporated in an appropriate manner.
Activities and assignments used in assessment of this CLO:
1). In-class Discussions & Debates- 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.

- CLO6: Writing - Written assignments should include both in-class and out-of-class writing, giving students practice and feedback throughout the semester. Evaluative comments must be substantive, addressing the quality and form of writing. A single final
term paper would not satisfy the requirement. A minimum of 3000 words of writing is required in a language and style appropriate for the discipline.

Activities and assignments used in assessment of this CLO:
1). Media Watch Analysis Worksheet, Minor Essay Answers on Exams #1 & #2, and Exploration Research Analysis - 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.

- **CLO7: Civic Learning**: Courses shall address the civic relevance of the topic in an appropriate manner.

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

- **CLO8: Values Clarification** - Students should demonstrate their ability to articulate and discuss their values, understand the source of those values, and engage in civil discourse.

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

2). **Pre/Post Assessment Test** - To further assess these four Learning Objectives, multiple-choice items designed to measure students’ understanding of the various processes outlined in each of these learning objectives will be included in the pre/post assessment tests. Their scores will not be used in computing their final grade. Students will also be asked to rate on a (Likert-type scale) the extent to which they felt each learning and Course Objective was met. They will also be asked to indicate which course activity/assignment they found to be most relevant to each learning/content objective, and also to discuss why they thought it was effective or ineffective in meeting the goals of each objective.

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

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

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

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

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

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

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

**The student’s learning goals for completion of the Psychology of Prejudice (#191) are as follows:**
- Students will be able to recognize and describe how prejudice shapes the experiences of people who are most often the targets of prejudice in the U.S. (i.e., racial, ethnic, gender, sexual orientation, age, ability, etc.).
- Students will be able to recognize and describe the underlying psychological processes which, in conjunction with societal forces, lead to the development of prejudice and discrimination in a social context.
- Students will analyze and articulate the affects of prejudice in their personal development as it relates to identity development.
- Students will be able to apply critical thinking skills to identify and analyze prejudicial beliefs and behaviors.
- Students will be able to articulate the effects of prejudice in their own experience.
- Students will be given an opportunity to investigate topics in psychology related to prejudice and to practice applying critical thinking skills.

**Within the context of the Psychology of Prejudice - 191;05, broad topic areas include (among others):**
- The underlying psychological processes of prejudice and discrimination.
- The development of prejudice.
- Stereotypes and their formation, purpose, maintenance, and how they affect one’s beliefs.
- The Psychological affects of racism, sexism, and other forms of oppression on one’s mental health.
- The prejudice against gays, lesbians, transsexuals and others within the LGBTQ Communities.
- Prejudice against people with disabilities
- Prejudice based on body-size

Classroom Protocol: The learning environment will consist of traditional, college learning, e.g., reading the assigned chapter from the text a week prior to discussion of the content. A summary of notes will be provided or presented (via electronic programs such as power-point-presentations) for each class. In each class session, we will interpret, examine, and understand the literature and research for appropriate application to real life interactions. As adult/college-age students, you are required to learn and practice your Critical Thinking Skills throughout the semester. The class culture will consist of interactive exchanges between each person involved in the course. Since we will exam delicate concepts such biases, prejudices, beliefs, attitudes, and understanding social differences you are expected to understand how your opinions could be different from another persons. This means more than being “politically correct.” Such a skill is the basis for truly understanding cross-cultural interactions in a social context. If you become “triggered” and may feel offended by a difference of opinion, you are required to discuss/process your feelings and beliefs in an mature, adult perspective within the class culture. With the ultimate goal of respectfully: Agreeing to Disagree. It is also extremely important that you respect the class culture’s CONFIDENTIALITY.

Meeting with the Instructor: Students are encouraged to meet with the instructor should they wish. While I hope that students would feel comfortable addressing many questions, concerns, and issues in class discussions, nonetheless, I know some students may wish to have the opportunity to meet with me in private. I would be pleased to meet with you at an arranged meeting space on campus by appointment or feel free to make an appointment via e-mail.
Russell A. Arias, Ph.D.
Office: DMH 232 Office Phone: 408-924-5658 Email: Russell.arias@sjsu.edu

Required Texts/Readings:

Recommended Readings:


Course Requirements and Basis for Final Grade:
1). Attendance - 20 points - Attendance and keeping current on class readings for this class is not mandatory, but is expected. The class sessions will combine discussions of assigned readings, video presentations, and experiential exercises. Much of what occurs in the class cannot be “made-up” through substitute or additional assignments. If in fact you must miss a class session: (a) if possible notify the instructor beforehand, and (b) select a fellow student in the class to discuss the content of the class you missed. In-class video presentations (usually for extra-credit) cannot be made up. Should a student miss an unannounced opportunity for extra credit, the student will not be able to make up the extra credit for points.

2). Participation - 20 points - Since this is in part an experiential class, attendance, and participation is crucial to your overall grade performance. Each time you are absent, your participation in class activities will be another missed opportunity to earn credit toward a better grade, thereby, resulting in lowering or your grade. Many classroom activities and discussions will supplement the readings. Students are responsible for obtaining all materials, assignments, and explanations of class discussions from another student if they miss class. All class members will have the opportunity to participate in discussions in class concerning the readings, reactions to video presentations, small group exercises, and presentations by fellow students. The professor will work to help students create a “safe” place in the class so that self-disclosure will become appropriate and encouraged during discussions and exercises.

3). Exploration Research - 25 points - All students will complete one written 8-10 page assignment: Students are required to explore a culture or cultural group different that that of their own personal race, ethnicity, or culture(s). The focus of this research is for the student to analyze and understand the anxiety involved in the cognitive misperceptions of the “other” which often makes us develop and hold false beliefs of a group of people different than ourselves. Students will have the majority of the semester to explore another cultural group (with permission of the instructor) and write a 5 page summary of
their experience and briefly present in class their personal findings. Possible exploration topics include, but are not limited to the following topics: (I) sexual orientation, (ii) social class, (iii) gender, (iv) race/ethnicity, (v) religion/spiritual groups, (vi) Political Affiliation, (vii). Culture(s), and/or disability. Papers are due on April 2, 2014 for Graduating Students; and April 14, 2014 for Sophomore & Junior Students - NO EXCEPTIONS!!

- Students will use at least 5 references to support why the research-group chosen for exploration suffers from prejudice and discrimination in the United States. REFERENCES SHOULD CONSIST OF FORMAL PERIODICALS FROM RESEARCH ARTICLES, BOOKS, AND/OR JOURNALS NOT WEB-SITE REFERENCES. The paper must include: (a) A brief history of the lifestyle and oppression of the racial/cultural group in the United State; recent statistics of “victimized” status, personal beliefs about the stereotypes and assumptions of the racial/cultural group; and what the student learned about him/herself and their assumptions, prejudices, and biases while researching the ethnic/cultural group chosen for research.

The 8-10 page typed report should include the following sections and will be worth a total of 25 points:

a). **Introduction** - Explain why you choose the group you are researching; summarize the lifestyle and oppressive history of the group in the United States; identify and acknowledge stereotypes, biases, and assumptions you held of the research group prior to your exploration, - have your beliefs about the group changed? Were the stereotypes you held of the group confirmed?; interview a person from within the group and discuss with him/her the biases and assumptions you held of the group members; examine your relationship with people of the group and write a brief history of how/where/why you develop such beliefs about the research group.

b). **Methodology** - Discuss when and where you explored the research-group you chose to learn about. What environment or setting did you choose to immerse yourself into as a way of learning from the “inside” of the cultural group. In other words, discuss the setting and procedures of the research - who was present; how you gathered your information; how did people from the group respond to you; and how did you respond to them - identify your anxiety levels and assess what was the anxiety about. Also highlight the questions or discussion you had with people from the research-group. You might also include in this section any unusual aspects of your exploration, and your interpretations/perceptions of the research-group that might influence your findings.

c). **Findings** - Summarize what you learned from exploring the research-group; summarize your understanding of the affects of discrimination upon the cultural group; what biases and assumptions you held were challenged and which remained confirmed; how managed you anxiety while exploring the research group; acknowledge your stereotypes and discuss possible confirmation of such stereotypes. Lastly, highlight how you would work from further judgment of the research group you explored.
d). **Conclusions** - Your personal response of the project should include your emotional responses as well as your cognitive responses to your immersion experience in another culture. Convey in your paper the experience of your exploration in a real, honest manner. What did you REALLY learn about yourself and the group you explored through this project?

e). **References** - the paper must contain at least 5 references from any source (including class lectures or text) to support your findings. REFERENCES SHOULD CONSIST OF FORMAL PERIODICALS FROM RESEARCH ARTICLES, BOOKS, AND/OR JOURNALS NOT WEB-SITE REFERENCES.

4. **Media-Watch Analysis** - 30 points - Through the use of in-class media presentations, students will observe, analyze, and assess how people re portrayed in the media, e.g., television, movies, music, news, magazines, and other avenues. As a class, we will explore the effects of oppression and discrimination on the mental health of a person/group which will be the focus of the media presentation. Students will have an in-class study-guide or write a 1-page summary examining their reactions to assist them in the understanding of the psychological effects of oppression on one’s mental health. Various Media-Watch Presentations will be presented throughout the semester and in no concrete order or dates. The presentations will be announced by the instructor. Therefore, it is important for students to attend class. Media-Watch Presentations can not be made up for credit unless agreed upon by the instructor.

5. **Exams** - 80 points (@ 25 pts each plus the final exam 30 points) - There will be two in-class exams (TAB) - and a Final Examination. Each exam will comprise of multiple choice, true/false, and 1 essay question. Students are required to bring their own scantron and a #2 pencil for each exams.

**Department Writing Standards:**
All submitted written assignments must adhere to the Psychology Department writing standards. These standards are:

1. Conformity to the American Psychological Association (APA) standards for scholarly writing. Minimum standards include:
   a. Consistent use of complete sentences
   b. Correct use of grammatical constructions, punctuation, sequencing (paragraphing), referencing, hyphenation, spelling, headings, capitalization, pagination, abbreviations, margins.
   c. Appropriate content, clarity, conciseness, and style
   d. Neat appearance

Resources for these standards include:
   b. The online Writing Lab (OWL) at Purdue University at: Owl.English.purdue.edu/owl/resources/560/01/

2. 20% of the grade of each written assignment will be based solely on writing.

3. Each written assignment must contain no more than five novel grammatical errors and/or five novel APA errors (e.g., reference citation in text, reference list).

4. When a paper is submitted that does not meet departmental standards, it will be returned to the student(s) for revision. The student(s) will have 7 calendar days to revise and re-submit the paper.

5. Any paper that is submitted that is returned to student(s) for revision will have an automatic 10% deduction in the total grade of the assignment.

6. Upon resubmission, if a paper still does not meet departmental standards, the student(s) will be given a zero for the written portion of the total paper grade and will be graded only for the required content.

Grading Details:

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<th>Points</th>
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<td>Attendance &amp; Participation</td>
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<td>Exploration Research</td>
<td>25</td>
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<td>Exams (2)</td>
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<td>Final Exam</td>
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<td>Media Watch Presentations</td>
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Grading Scale:

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Academic Integrity:

Essential to the integrity of Sam Jose State University, students are expected to perform their own work (except when collaboration is granted by the course instructor) without the use of any outside resources. Your own personal commitment to learning requires you to be honest in all of your academic work. Be aware that faculty members are required to report all infractions to the Office of Judicial Affairs. It is also the discretion of the instructor to report any/all offender to the department chair and the students academic advisor.

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. DO NOT DO IT!!! Cheating at
SJSU includes but is not limited to: Copying in part or in whole from another person’s text, test, completed academic assignments or other evaluation/academic instruments applicable to the field of psychology or any other discipline; submitting work previously evaluated and graded in another course (unless this has been approved by the course instructor or 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 and possibly other State Universities. DO NOT CHEAT!!!!

**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 submitted is 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.

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San Jose State University  
The Psychology of Prejudice  
#191- Sec. 05  
Spring, 2014  
Russell A. Arias, Ph.D.

**Weekly Class Schedule**

**Week #1: Introduction of Professor, Course & Diversity Intro:**

* Wednesday, January 29, 2014: Diversity, Categorization & Stereotypes - pt. 1

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

**Week #2: Categorization & Stereotyping - A Black Perspective:**

**Readings:**
1). Blaine - Chapters 1 & 2.
2). * Markus & Moya - Chapter 1, 2, 13, & 14.
3). Sue - Chapter 7

* Wednesday, February 5, 2014: *Categorization & Stereotypes*

***HW Assignment - *Watch The Butler* (worth 5-10 extra credit points)***

*** Keep in Mind - Its Black History Month - You will be & are encouraged to Immerse yourself in the local, Bay Area Black Culture(s) this month - A 5 page essay is due on March 6, 2014 - NO EXCEPTIONS!!!

**Week #3: The American Culture - Dominants & Subordinates:**

**Readings:**
1). *Murray - Chapter 11:
2). * Tatum - Chapter 2

**Wednesday, February 12, 2014: *Social Cognition in America: Stereotypes & Archetypes.***

**Readings:**
1). Blaine - Chapters 1 & 2.
2). * Markus & Moya - Chapter 1, 2, 13, & 14.
3). Sue - Chapter 7

***HW Assignment- *Watch Fruitvale Station* (worth 5-10 extra credit points)***

**Week #4: Race, Ethnicity, & Culture:**
* Monday, February 17, 2014: *Defining Race, Ethnicity, & Culture(s) in America*

**Readings:**
1). Sue - Chapter 7
2). * Markus & Moya - Chapters 13, 1, & 2

* Wednesday, February 19, 2014: *Social Cognition in America: African-Americans, Blacks, & People of Color*

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

***HW Assignment-*Watch Crash & The Great Debaters* (worth 5-10 extra credit points)***

**Week #5: Ethnic & Social Identities in America:**
* Monday, February 24, 2014:  *Establishing a Social Self* - pt. 1  
  **Readings:**  

* Wednesday, February 26, 2014:  *American Cognition: The Cycle of Oppression Hypothesis*  
  ***HW Assignment - Watch *Jason’s Lyric* & *Precious* (worth 5-10 extra credit points)***

**Week #6: Introduction: Prejudice Theories & Review for Exam #1:**  
  **Readings:**  
  ***HW Assignment - Watch *Precious* (worth 5-10 extra credit points)***

* Wednesday, March 5, 2013:  *Review for Examination #1 - Do NOT miss this class!!!*  
  **Readings Covered for Exam #1:**  
  Blaine - Chapters 1-4;  Tatum - Chapter 2 ; Meyers - Chapter 2; Murray - Chapter 11;  Sue - Chapters 1-3 & 7;  and Markus & Moya - Chapters 1, 2, 13 & 14.

**Week #7: Exam #1 and Prejudice Theories:**  
* Monday, March 10, 2014:  *Examination #1: - 20% of Final Grade!!!*  

* Wednesday, March 12, 2014:  *Prejudice Theories & Racism*  
  **Readings:**  
  1). Blaine - Chapter 4  
  2). Sue - Chapters 3 & 4  

**Week #8: Gender, Gender Bias, & Sexism:**  
* Monday, March 17, 2014:  *Gender Identity Development*  
  **Readings:**  
  1). Blaine - Chapter 6  
  2). Sue - Chapters 1 & 8

* Wednesday, March 19, 2014:  *Gender Bias & Sexism*

**Week #9: SPRING BREAK!!!**  
* March 24-28, 2014:  *Have a FUN and SAFE Spring Break 2014!!!!*  

**Week #10: Cesar Chavez Day & Latino Psychology**  
* Monday, March 31, 2014:  *No Class - Cesar Chavez Day - VIVA LA RAZA!!!*  

* Wednesday, April 2, 2013:  *Latino Identity Development: Gender & Ethnicity Interact*
Readings:
The Latino Male At Risk

*** Graduating Students - Your Exploration Research Paper is DUE TODAY - NO Exceptions!!***

Week #11: Sexual Identity & Homophobia//Heterosexism:
* Monday, April 7, 2014: Sexual Identity Development
  Readings:
  1). Blaine - Chapter 8 - pgs. 143-154
  2). Sue - Chapter 9

* Wednesday, April 9, 2014: Moral Development, Homophobia, & Heterosexism
  Readings:
  1). Blaine - Chapter 8 - pgs. 143-154
  2). Sue - Chapter 9

Week #12: Moral Development & Review for Examination #2:
* Monday, April 14, 2014: Classism - Power, Privilege, & Entitlement
  *** Sophomores & Juniors - Your exploration Research Paper is DUE TODAY - NO EXCEPTIONS!!!!***
  Readings:
  1). Blaine - Chapter 8 - pgs. 138-141.

* Wednesday, April 16, 2014: Review for Examination #2 - Gender, Sexism, Prejudice Theories, and Moral Development.
  Readings for Exam #2:
  Blaine - Chapter 6, & Sue - Chapters 1 & 8; Blaine - Chapter 4, Sue - Chapters 3 & 4; and Blaine - Chapter 8 - pgs. 143-154; & Sue - Chapter 9.

Week #13: Exam #2 and Body Image, Obesity, & Weightism:
* Monday, April 21, 2014: Examination #2 - 20% of Final Grade!!!

* Wednesday, April 23, 2014: Body Image, Weightism, & Social Stigma
  Readings:
  1). Blaine - Chapter 7, 10 & 11
  2). Sue - Chapter 5

Week #14 - Microagressions:
* Monday, April 28, 2014: Microaggressions - pt. 1
  Readings:
  1). Sue & Sue - Chapter 1, 2, & 7

* Wednesday, April 30, 2014: Microaggressions - pt. 2

Week #15: Social Stigma:
* Monday, May 5, 2014: *Social Stigma*

Readings:
1). Blaine - Chapter 10 & 11
2). Sue - Chapter 5

* Wednesday, May 7, 2014: *Coping with Social Stigma*

**Week #16: - Final Class Discussion & Final Exam Review**