PSYC 191: Psychology of Prejudice
Section 03 – Course Schedule #41267 - 3.0 units
Fall 2016
Tuesday, 6:00pm – 8:45pm
Classroom location: Duncan Hall 318

Instructor: Leslye M. Tinson, M.S., Lecturer of Psychology, College of Social Sciences
Email Address: Leslye.tinson@sjsu.edu
Office Location: Clark 140 **
Voicemail: (408) 924 -6596
Office Hours: Monday, 12pm – 1pm (online via Canvas Chat, see pg. 4 of this syllabus)

Course Description
This course provides an examination of psychological theory and research related to prejudice and
discrimination from the perspectives of both the holders and targets of prejudice. Individual and small
group exercises will provide experiential learning. This course fulfills GE/SJSU Studies: Area S: Self,
Society & Equality in the U.S.

This course will provide an overview of prejudice, stereotyping, and discrimination, and seeks to
examine the psychological processes underlying these constructs. We will explore the historical,
structural and institutional elements of prejudice and discrimination in the U.S., the role it has played
in developed of inequality among individuals and groups, including issues related to prejudiced
attitudes based on race, ethnicity, culture, gender, sexual orientation, social class and other aspects of
social difference.

Course Prerequisites:
1. Passage of the Writing Skills Test (WST) or English/LLD 100A with a C or better (not C-)
2. Completion of core GE
3. Upper division standing
4. Completion of, or co-registration in 100W

Required Textbook and Materials
Our course textbook is: Jones, J. M., Dovidio, J. F., & Vietze, D. L. (2014). The psychology of diversity:
Testing Supplies: Students will need 3 Scantron QuizzStrip Form 815E or Scantron Form 882E.

Suggested books (optional)
This book list includes supplemental readings that will enhance the student’s knowledge. They may be of particular interest to students interested in more depth of the topics of prejudice, racism, privilege and other social constructs that support prejudice.


Canvas LMS website

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. Additional readings, films and resources will be available via Canvas website. Students are responsible for regularly checking Canvas to learn of any updates and announcements. All students will need to access the Canvas learning management system regularly. Canvas can be accessed at [http://sjsu.instructure.com](http://sjsu.instructure.com)

Student Learning Outcomes

Students will be able to:

A. Describe how identities (racial, ethnic, religious, gender, class, sexual orientation, disability and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.
B. Compare and contrast theories related to individual’s development of social identity, racial identity, social categorization, implicit bias, and intergroup relations.
C. Describe historical, social, political and economic processes producing diversity, equality and structure inequalities within the U.S.
D. Describe and appreciate constructive interactions between people from different cultural, racial and ethnic groups within the U.S.
E. Describe the psychological impact of person in targeted groups and the damaging effects of being a victim of prejudice.
F. Recognize and discuss the impact of diversity on psychological research, theory and application, including but not limited to: age, race, ethnicity, culture, gender, socioeconomic status, disability and sexual orientation.

G. Demonstrate critical thinking skills and information competence as applied to social constructs of race and privilege.

H. Demonstrate an ability to articulate and discuss their individual values, understand the source of those values and engage in civil discourse.

GE – SJSU Studies Area S Learning Outcomes
Students will study the interrelationships 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.

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

2) Describe historical, social, political and economic processes producing diversity, equality and structure inequalities within the U.S.

Course Methods and Procedures
In this course, some lecture-based material will be provided, however my teaching style often incorporates active participation of students. In-class discussion, small group exercises and interactive activities will be incorporated throughout the semester. PowerPoint slides, videos and other audio-visual aids will be used throughout the course to enhance the student learning experience.

I expect students to come to class having read the assigned readings prior to class, with a winning attitude and willingness to give their best efforts in class. It has been my experience that students who are prepared for class, tend to retain more information than those who do not read beforehand. Attending class regularly gives students the opportunity to review and analyze material in a number of ways, which typically enhances their overall learning success.

Sensitive Course Content
Given the sensitive nature of this course topic, students are likely to experience strong emotions. I expect that students will show respect for one another, even when the viewpoints of classmates differ from the student’s own perspectives. Furthermore, I request that students hold class discussions in strict confidence and do not share confidential information about others’ experiences outside of the classroom. As we progress through this course, students may experience a variety of emotions, related to course content. I will do my best to address any tension or other feelings that may arise. It is important that we all make a commitment to keeping this a safe learning environment for all. In cases of strong disagreement among colleagues, I will intervene as facilitator and, if necessary, will ask that we “agree to disagree.”

Recording
Unless preapproved as disability accommodation, audio/video recording of any kind in this class is prohibited.
Course Assignments

Students will be evaluated based on quizzes, in-class activities and discussions, and submission of assignments (papers, short answer statements) via Canvas.

**Quizzes (3) – 10 points each**

Quizzes will be conducted to assess student’s knowledge of course related terms and theories. Bring a mini Scantron QuizzStrip Form 815E or Scantron Form 882E for the quizzes.

**Discussion forums (2) – 10 points each**

Students must participate thoughtfully in 2 discussion forums online during the course of the semester. These forums will be conducted via Canvas.

**In-class activities (10) – 10 points each**

Students will engage in small group in-class activities to apply the course material and facilitate experiential learning designed to bring interpersonal and intrapersonal awareness of issues related to prejudice, discrimination and racial/ethnic identity. **In-class activities cannot be made up.** Therefore, students who are absent will receive 0 points on the assignment. All students are expected to contribute toward the final product. Students will be rated individually based on their contributions to the group.

**Writing Assignments (6) - 25 points each**

Students will receive a writing prompt and are expected to respond thoughtfully, showing mastery of course concepts, incorporation of psychological research as evidenced in the textbook and other supporting materials, and use of proper APA writing style and format. Students will submit their writing assignments **online via Canvas/Turnitin and will also bring a hardcopy to class on the due date.** Complete details and instructions about writing assignments are posted on Canvas.

<table>
<thead>
<tr>
<th>Total Grade:</th>
<th>300 points total course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no extra credit allowed in this course.</td>
<td></td>
</tr>
</tbody>
</table>

**Grading Policy**

**This is a points - based course.** Points earned on each assignment will be added together to develop a Total Course Score, which is a maximum of 300 points. The student will be assigned a letter grade based on the total points earned on all assignments in the course.

Students will be awarded a letter grade based on the minimum number of points listed below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>291 (97%)</td>
</tr>
<tr>
<td>A</td>
<td>282 (94%)</td>
</tr>
<tr>
<td>A-</td>
<td>270 (90%)</td>
</tr>
<tr>
<td>B+</td>
<td>261 (87%)</td>
</tr>
<tr>
<td>B</td>
<td>252 (84%)</td>
</tr>
<tr>
<td>B-</td>
<td>240 (80%)</td>
</tr>
<tr>
<td>C+</td>
<td>231 (77%)</td>
</tr>
<tr>
<td>C</td>
<td>222 (74%)</td>
</tr>
<tr>
<td>C-</td>
<td>210 (70%)</td>
</tr>
<tr>
<td>D+</td>
<td>201 (67%)</td>
</tr>
<tr>
<td>D</td>
<td>192 (64%)</td>
</tr>
<tr>
<td>D-</td>
<td>180 (60%)</td>
</tr>
<tr>
<td>FAIL</td>
<td>179 or less</td>
</tr>
<tr>
<td>Credit: 210 points (70%)</td>
<td></td>
</tr>
<tr>
<td>No Credit: 209 points or less</td>
<td></td>
</tr>
</tbody>
</table>
Classroom Behavior Policy

1. Please be respectful of the instructor and the students around you, by avoiding side conversations and other behavior that can be considered disruptive.
2. Please turn cell phones off, including disabling of all alarms or other electronic noises during the class. No texting, social media or web surfing during class.
3. Be willing to provide a different opinion, and to listen to others varying viewpoints. (See Diversity policy below)
4. Laptops are to be used for e-book access only (at times permitted by instructor). No social media, web surfing, etc. is allowed. Students who violate this policy will be asked to discontinue the computer use during class. During discussions, no laptops are allowed unless approved by the instructor. The only exceptions are for disability accommodations.
5. If a behavioral disruption arises, the instructor will ask the student to leave class for the day, and will setup a meeting prior to the student being allowed to return to class.
6. Cheating and plagiarism will not be tolerated. College rules regarding discipline for academic integrity violations will be followed, including notifying the Psychology Department Chair and the Dean of Social Sciences. (See Academic Integrity Policy below)
7. I expect students to take risks, try hard and do their best. Having a positive attitude will go a long way! Please see me or ask questions in class.

Office Hours and Email
- Please send me an email if you plan to attend office hours. Due to the nature of the current DMH building construction, the cubicles in Clark 140 are not the best location to meet with students. Therefore, I will make face-to-face appointments if necessary, but I am committed to being available by Web (Canvas chat, WebEx) on Mondays from 12-1pm each week.
- I will do my best to reply to your emails within 48 hours (during the week). I expect students to come to office hours as soon as they realize they are having difficulty.
- Please use proper decorum when sending emails and let me know which class you are in:
  o Subject line: “PSYC 191 grading question”
  o Dear Professor Tinson:

Statement on Diversity and Inclusiveness
I understand and appreciate that we represent a rich variety of backgrounds and perspectives. Therefore, I am committed to providing an atmosphere for learning that respects diversity. While working together to build this community I ask all students to:
- share their unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of other students
- appreciate the opportunity that we have to learn from each other in this class
- value each other’s opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the college campus
Academic Integrity Policy

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf 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/.

Each student in this course is expected to conduct themselves with academic integrity. Any work submitted by a student in this course for academic credit will be the student’s own work. You are encouraged to study together to discuss major concepts covered in lecture. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a diskette, or a hard copy, or in any other format. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive 0 points for the assignment. Penalties can also be extended to include University disciplinary action.

During examinations, you must do your own work. Talking, discussion and use of notes and electronic devices is not permitted during the examinations; nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in 0 points on the exam and college disciplinary action.

Student Absences & Late Work

Despite our best efforts, I understand that sometimes you may need to miss class.

- **In-class activities** cannot be made up if absent.
- I will accept late writing assignments up to 1 week late, with a maximum of 5 points reduced. This means if it is due on 9/14, your late extension would be 9/21. After that time, NO late assignments will be accepted.
- If the student has a documented serious illness or emergency (i.e. verified hospital note, police report), they will be allowed to makeup the quiz during the faculty office hour. All documentation will be verified for authenticity prior to the quiz being rescheduled. The student will receive a 0 if they do not take the quiz within 7 days of returning to campus.

Enrollment Adds Policy

All students who attend must appear on the official class roster. Students will be allowed to add this course if space is available, per the instructor’s discretion based on the following criteria:

1. Graduating seniors with a Senior Verification Card
2. Exchange students and foreign students in their first semester
3. Students who need this class for their degree, or a prerequisite for classes for their degree
4. Other Seniors, Juniors, matriculated students
5. Open University Students

The student will be provided an ADD code, which should only be used by that student. Only use the ADD code given to you. Selling or transferring the ADD code to another student is prohibited, and will result in the student being dropped from the roster.
Student Drops Policy

It is the student’s responsibility to ensure their course schedule is accurate and that they are enrolled in the correct section of the course. If a student wishes to drop the course, they are solely responsible for going online or to the Registrar office to drop the class from their academic record. **The instructor will not initiate any course withdrawals, including for student’s lack of attendance or poor academic performance.** All students on the official grading roster will be assigned a letter grade based on the grading policy already included in this syllabus.

### Important University Dates and Deadlines

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Begins</td>
<td>08/24/16</td>
</tr>
<tr>
<td>Labor Day – campus closed</td>
<td>09/05/16</td>
</tr>
<tr>
<td>Last Date to Drop with no 'W'</td>
<td>09/06/16</td>
</tr>
<tr>
<td>Last Date to Add</td>
<td>09/13/16</td>
</tr>
<tr>
<td>Last Date to Request CR/NC</td>
<td>09/13/16</td>
</tr>
<tr>
<td>Census Date</td>
<td>09/21/16</td>
</tr>
<tr>
<td>Veterans Day – campus closed</td>
<td>11/11/16</td>
</tr>
<tr>
<td>Last Date to Drop with 'W'</td>
<td>11/17/16</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>12/12/16</td>
</tr>
<tr>
<td>Final Exams</td>
<td>12/14/16 – 12/20/16</td>
</tr>
<tr>
<td>Grades Due</td>
<td>01/02/2017</td>
</tr>
</tbody>
</table>

### University Policies (available online)

The Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, counseling, etc. You may find all syllabus related University Policies and resources information listed on GUP’s Syllabus Information web page at [http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)
## Tentative Course Schedule

*This schedule is subject to change to accommodate guest presenters & student needs. Changes will be announced in class or posted on Canvas.*

<table>
<thead>
<tr>
<th>DATE</th>
<th>Classroom Topics</th>
<th>Readings Due before class + Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, 8/30/16</td>
<td>Welcome to PSYC 191 Syllabus Review, Enrollment Getting to know you Film: Psychology of prejudice</td>
<td>Read the course syllabus</td>
</tr>
<tr>
<td>Tuesday, 9/6/16</td>
<td>Introductions Discussion: Creating a safe classroom environment <strong>Activity: Insiders/Outsiders</strong> Film: Race: An illusion</td>
<td><strong>READ:</strong> Preface, Chapter 1; <strong>Submit Writing Assignment 1 to Canvas + bring hardcopy to class</strong></td>
</tr>
<tr>
<td>Tuesday, 9/13/16</td>
<td>Key Concepts of Prejudice - Defining stereotypes, prejudice, discrimination - Research methods - White privilege Discussion: What is an ethnic minority? <strong>Activity: African American History Museum</strong></td>
<td><strong>READ:</strong> Chapter 2 + Assigned readings posted on Canvas</td>
</tr>
<tr>
<td>Tuesday, 9/20/16</td>
<td>Historical Perspectives on Race in the U.S. - What does it mean to be an American? - Civil Rights movement - Challenges of Diversity <strong>Activity: Identity – Social role theory</strong></td>
<td><strong>READ:</strong> Chapter 3 <strong>Discussion forum #1 on Canvas (after class) – due by 9/27</strong></td>
</tr>
<tr>
<td>Tuesday, 9/27/16</td>
<td>Personality and Individual Differences - Psychodynamic theory, authoritarianism, Social dominance theory - Overt vs. Covert prejudice <strong>Activity: Subtle prejudice</strong></td>
<td><strong>READ:</strong> Chapter 4</td>
</tr>
<tr>
<td>Tuesday, 10/4/16</td>
<td><strong>QUIZ 1</strong> Social Cognition and Categorization – “Us vs. Them” - Attribution theory Film: The Eye of the Storm Discussion: Group membership <strong>Activity: Cognitive Dissonance</strong></td>
<td><strong>READ:</strong> Chapter 5 <strong>Submit Writing Assignment 2 to Canvas + bring hardcopy to class</strong></td>
</tr>
<tr>
<td>Tuesday, 10/11/16</td>
<td>Social Identity, Roles and Relations - Social identity theory - Identity development and formation <strong>Activity: The Diversity Shuffle</strong></td>
<td><strong>READ:</strong> Chapter 6</td>
</tr>
<tr>
<td>DATE</td>
<td>Classroom Topics</td>
<td>Readings Due before class + Assignments Due</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
</tbody>
</table>
| Tuesday, 10/18/16 | Is Bias in the Brain?  
  - Implicit Association Test (IAT)  
  **Activity: Social media** | READ: Chapter 7                         |
| Tuesday, 10/25/16 | Coping and Adapting to Stigma and Difference  
  - Stereotype threat  
  **Activity: Nonverbal communication** | READ: Chapter 8  
  Submit Writing Assignment 3 to Canvas + bring hardcopy to class |
| Tuesday, 11/1/16  | Intergroup Interactions  
  **Activity: Gender stereotypes** | READ: Chapter 9                         |
| Tuesday, 11/8/16  | **QUIZ 2**  
  Cultural Diversity  
  **Activity: Physical Appearance Categorization** | READ: Chapter 10  
  Submit Writing Assignment 4 to Canvas + bring hardcopy to class |
| Tuesday, 11/15/16 | Film: Spike Lee’s “Do the Right Thing” | Discussion forum #2 on Canvas (due by 11/22) |
| Tuesday, 11/22/16 | Social Roles and Power  
  **Activity: Microaggressions** | READ: Chapter 11  
  Submit Writing Assignment 5 to Canvas + bring hardcopy to class |
| Tuesday, 11/29/16 | Institutional Bias: Schools and Justice | READ: Chapter 12                         |
| Tuesday, 12/6/16  | Film: Screaming Queens  
  **Activity: Gay Rights Movement** | READ: Chapter 13  
  Submit Writing Assignment 6 to Canvas + bring hardcopy to class |
| **Tuesday, 12/13/16** | **University “study day” – no classes or exams** |                                            |
| Tuesday, 12/20/16 | **FINAL EXAM PERIOD at 6pm – 8pm**  
  **QUIZ 3**  
  Looking ahead: What have we learned?  
  Course debrief and closing meal |                                            |