OFFICE: DMH 232

OFFICE HOURS: Tuesdays, 4:30 p.m. – 5:45 p.m. and Thursdays, 11:15 a.m. – 12:00 p.m.

OFFICE PHONE: (408) 924-5607

E-MAIL: tina.foley@sjsu.edu

WEBSITE: http://www.sjsu.edu/people/tina.foley

CLASSROOM: DMH 356

GE/SJSU STUDIES CATEGORY: AREA S

REQUIRED TEXT:
   Available on Amazon.com

All students must have Internet access. This is a hybrid course, meaning that it is part lecture (i.e., in-class sessions) and part online through the Canvas website. Please see Class Schedule for dates.

On the days that we do NOT meet in class, you will complete a class activity and upload in Canvas. You will also be required to post a reaction to the class activity via discussion boards; plus, you will respond to another student’s post.

On the days that we meet in class, lecture outlines, PowerPoints, and assignments may be found on Canvas. Students are responsible for regularly checking the Canvas website.

Class attendance is assumed. You are answerable for all information and announcements made in class, whether you are present or not. It has been a long-standing policy of mine not to post my lecture notes on Canvas. Should you miss a class lecture for any reason, it is your responsibility to get the lecture notes from one of your classmates. Lecture notes will not be copied for or e-mailed to students. Students are responsible for reading the textbook (Nelson, 2006) as the primary way of obtaining content for this course.

LOGGING INTO CANVAS:
Canvas Login URL – https://sjsu.instructure.com/. Please note that it should NOT have the “www” at the start of the URL like many other websites. All students and faculty must first set up their SJSUOne account before accessing Canvas. To do so, go to http://its.sjsu.edu/services/sjsuone/. The Username for Canvas then is your 9-digit SID or Employee ID; and your PW is the one you chose when you established your SJSUOne account. You will see the courses you are taking (assuming the instructor is using Canvas).
For questions regarding the course or course materials, please contact me, the instructor. For issues related to Canvas, please contact the eCampus Help Desk.

FURTHER ASSISTANCE WITH CANVAS:
Students should go first to http://guides.instructure.com/m/4212 with problems; and then to the University Help Desk for Canvas problems, including logging in (http://www.sjsu.edu/helpdesk/)

- Phone: 408-924-2337
- Submit a help ticket using the following URL: http://isupport.sjsu.edu/ecampus/ContentPages/Incident.aspx. While logged into Canvas, click on the word Help on the upper right corner of the screen.

PREREQUISITES:
Completion of Core GE
Satisfaction of the Writing Skills Test (WST)
Upper division standing (60 units)
Completion of, or co-registration in, 100W
Completion of course in Introductory Psychology

SJSU 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 co-requisite in a 100W course is required.

COURSE SPECIFIC DESCRIPTION:
This course will provide an overview of stereotyping, prejudice, and discrimination; and seek to examine psychological processes underlying these constructs. The main purpose of the course will be to explore the genesis of prejudice and discrimination in the U.S., the role played by structural and institutionalized inequities, and to examine issues relating to individuals who hold prejudiced attitudes as well as those who are the recipients and targets of prejudiced and discriminatory behavior. The purview of this course will entail an examination of prejudice, based on racial/ethnic/cultural differences. Further, this course will explore personal beliefs about human differences (e.g., gender, ethnicity, culture, sexual orientation, social class) and other aspects of social differences.

AREA S GENERAL EDUCATION COURSE LEARNING OUTCOMES (CLOs):
Upon successful completion of this course, students shall be able to:
1. 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, age, sexual orientation, etc.). Criteria used to estimate mastery of CLO1 include instructor presentations, classroom activities and discussions, course assignments, and guest speakers. In addition, this objective is reinforced through material presented in Nelson (2006); specifically, chapters 1 and 7. General topics covered include: the social-cognition revolution, social stigma, and intergroup interactions. The Media Watch Analysis assignment affords students the opportunity to examine how media affects identities within the society, and to critically analyze media influences in their paper.

2. Recognize and describe the underlying psychological processes which, in conjunction with societal forces, lead to the development and maintenance of stereotypes and prejudice.
Criteria used to estimate mastery of CLO2 include instructor presentations, classroom activities and discussions, course assignments, and guest speakers. In addition, this objective is reinforced through material presented in Nelson (2006); specifically, chapters 2, 3, and 4. General topics covered include: the formation of stereotypes, how and why stereotypes are maintained, feeling versus thinking in the activation and application of stereotypes, and the prejudiced personality. In the Individual Interview Assignment, students will interview a person who has been a target of prejudice and discrimination. They will critically evaluate and examine the responses of their interviewee by referring to the various processes outlined in this objective.

3. Apply critical thinking skills to identify and analyze prejudicial beliefs and behaviors.
Criteria used to estimate mastery of CLO3 include instructor presentations, classroom activities and discussions, course assignments, and guest speakers. In addition, this objective is reinforced through material presented in Nelson (2006); specifically, chapters 5, 6, and 8. General topics covered include: the paradoxical effects of Affirmative Action, old-fashioned versus modern prejudice, and gender stereotypes and discrimination. In the Debate on Affirmative Action assignment, students will explore the myths and misconceptions of Affirmative Action. They will be divided into groups and come up with pro and con arguments regarding this issue.

4. Articulate the effects of stereotypes and prejudice in their own experiences.
Criteria used to estimate mastery of CLO4 include instructor presentations, classroom activities and discussions, guest speakers, and course assignments. In addition, this objective is reinforced through material presented in Nelson (2006); specifically, chapters 9 and 10. General topics covered include: approaches to prejudice reduction and prejudice against other groups (e.g., persons whom are overweight, lesbians and gay men, and persons with physical and mental challenges). The Self-Exploratory Paper assignment affords students the opportunity to examine their own stereotypes and prejudices toward another social group. They will explain how these prejudices developed, and come up with strategies they believe would be successful in countering their negative stereotype and prejudice; and explain why these strategies would be effective.

PROGRAM LEARNING OUTCOMES (PLOs):
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.

CLASSROOM PROTOCOL:
Out of respect for myself and your fellow classmates, I ask that everyone try to practice the following guidelines to help the class run more smoothly, as well as to limit the amount of distractions that occur.
1. Please turn off all cell phones prior to entering the classroom, and **do not text** during class time. If you are expecting a very important call/text during class, please step outside of the classroom should you need to respond.

2. If you arrive late, please come in as quietly as you can and sit in the back of the room.

3. If you have to leave early, please do so quietly, and sit next to the door so you won’t distract others.

4. Don’t talk when your instructor is speaking or when other students are asking questions.

5. Please be respectful of other people’s experiences and comments, even though you might not agree with what they are saying.

6. Laptops are permitted in the classroom **for note-taking purposes only**. Use of laptops for any other purpose (e.g., e-mailing, surfing the web) will not be permitted.

**METHODS OF IN-CLASS INSTRUCTION:**
1. A variety of teaching methods will be used, including Canvas activities, instructor’s presentations, class discussions, and guest speakers.

2. A skeleton outline of each class presentation throughout the semester will be made available. These outlines are designed to show how each presentation is organized, as well as the key terms and ideas covered. The outlines thus provide an organizational structure for whatever notes students may decide to take in class.

3. Class presentations will be coordinated with reading assignments. Your instructor’s efforts in class will often be directed to presentations of ideas which involve recent theoretical and/or research developments in the field of the psychology of prejudice.

4. Students are encouraged to bring to their instructor any questions they may have about readings or material presented in class as those questions arise. Each class will typically begin with your instructor inviting such questions. It is understood, however, that students may feel more comfortable asking their questions before, after, or outside of class. Your instructor's rather open-ended office policy is designed to provide ample opportunity for asking questions.

**COURSE REQUIREMENTS:**
- Exam #1 - 50 points
- Exam #2 - 50 points
- Final Exam – 50 points
- Self-Exploratory Paper – 10 points
- In-Class Debate – 8 points
- Reflection Paper - 10 points
- In-Class Writing Assignments – 16 points (2 @ 8 points each)
- Canvas Class Activities – 70 points
- Media Watch Analysis Assignment - 10 points (Group Presentation)
- Individual Interview Assignment - 20 points
The three exams will cover both the textbook and the instructor’s presentations. They will consist of 50 multiple-choice questions. **Exams are to be taken alone.** Group collaboration is not only unacceptable, it is transparent and unethical. Those who do not observe the honor system will receive a failing grade automatically. Missed exams will receive a score of **zero.**

Late assignments will have points deducted, except for major extenuating circumstances (i.e., serious illness or injury to self) as follows:

<table>
<thead>
<tr>
<th>One Day Late:</th>
<th>50% of Total Point Value</th>
</tr>
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<tbody>
<tr>
<td>More than One Day Late:</td>
<td>Not Accepted</td>
</tr>
</tbody>
</table>

**Grading Scale:**

- 294 Points Maximum
- 294-289 = A+
- 288-275 = A
- 274-265 = A-
- 264-260 = B+
- 259-244 = B
- 243-235 = B-
- 234-230 = C+
- 229-216 = C
- 215-206 = C-
- 205-201 = D+
- 200-186 = D
- 185-177 = D-
- <176 = F

**Make-up Exam Policy and Procedure:**

In order for the evaluation process to be fair to every student in the course, it is important to ensure that the conditions of evaluation are as uniform as possible for everyone. This kind of uniformity simply cannot be achieved if some students take the course exams on days other than those when the exam is given to the rest of the class. Just the fact that some students would thus have more time to study for the exam than do those students who take the exam as scheduled is inherently unfair.

Therefore, in the interests of maximizing uniformity of evaluation conditions, in fairness to all students in the class who take their exams as scheduled, the following policy will be implemented without exception (i.e., is non-negotiable).

Make-up exams will be given only under the most extraordinary of circumstances, upon approval by your instructor of a typewritten petition with convincingly official supporting documentation attached (e.g., letter from a medical doctor testifying that the student was incapable of attending class to take the exam). Without your instructor’s approval of a petition as described above, a missed exam will be scored as a zero in tallying the total number of points on the basis of which final letter grades will be assigned in the course.

**University Policies:**

**Academic Integrity Policy**

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
Campus Policy in Compliance with the American with Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students requesting accommodations must register with the Accessible Education Center (AEC), formerly called the Disability Resource Center, at http://www.sjsu.edu/aec to establish a record of their disability.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drops, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://www.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/.

Intellectual Property
Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publically without his/her approval. You must obtain the instructor’s permission to make audio or video recordings in this class. Additionally, you may not publically share or upload instructor generated material for this course without instructor consent (e.g., exam questions, lecture notes, course assignments).

Accommodation to Students’ Religious Holidays
San Jose State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

Definition of a Credit Hour
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum a 45 hours over the length of the course (normally 3 hours per unit per week, with one of the hours used for lecture) for instruction or preparation/studying or course related activities including, but not limited to internships, labs, or clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

COURSE ASSIGNMENTS:
The Media Watch Analysis assignment and Individual Interview assignment will be organized around the spheres of prejudice (“isms”), which we are investigating in class (e.g., racism, sexism, ageism). Each student must choose one sphere for the Media Watch Analysis and a different sphere for the Individual Interview. For example, if you have chosen to undertake the Media Watch Analysis on the issue of race, you may choose to interview a person with a disability for your Individual Interview assignment. This will enable each student to actively learn about the different spheres of prejudice.
Media Watch Analysis Assignment (Group Presentation):
First, each group will select one sphere of prejudice; sexual orientation, homelessness, classism, ethnicity, lookism, racism, or sexism. Next, 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, music, social media, movies, news, internet, and magazines. For example, one person will cover music, another person will cover movies, etc. This assignment will be explained further in a separate handout on Canvas (see Files).

Individual Interview Assignment:
Your assignment is to choose a person from a target group to interview about their personal experiences with prejudice, discrimination, inequality, etc. The interview should focus on their prospective as a target group member (e.g., a person of color, a gay/lesbian person, a person with a multiracial identity). The person you interview may or may not be a relative or friend of yours.

The paper must be typewritten, double-spaced, 12-point font, with 1” margins and American Psychological Association (APA) referencing; and must be 6-7 pages (a minimum of 1800 words) excluding the title page and references. At least four scholarly references must be cited (i.e., peer-reviewed journal articles). You should include a discussion of these relevant articles in the Discussion section of your paper. The pages should be numbered.

All materials, ideas, statements, facts, figures, etc. that are not your own must be referenced in the paper by author and year of publication. Do not plagiarize! Plagiarism is a violation of University Policy. It can lead to an F in the course or even dismissal from the University.

The paper should include the following sections:
Introduction – Explain who you chose and why; his/her relationship to you. Also, discuss any social, historical, political, and/or economic factors that may have contributed to any prejudice/discrimination your participant has experienced.
Methodology – This includes setting, procedures, etc. – who was present, whether you tape-recorded, took notes, or videotaped. Include any unusual aspects of the interview; anything that might influence your findings.
Findings – Content of the interview (i.e., your participant’s responses to the questions. Also, include your own emotional responses, as well as your cognitive responses.
Discussion – Include a minimum of four empirical articles to support your findings. You may also discuss class readings, class lectures and/or guest speakers about prejudice, and their relevance to your findings in this interview.

This assignment will be explained further in a separate handout on Canvas (see Files).

The paper will be graded on:
Organization (2 pts.)
Content (7 pts.)
Integration of Research (7 pts.)
Grammar/Writing Style (4 pts.)

Self-Exploratory Paper
You will be asked to write a 2 to 3-page typewritten paper, exploring your own stereotypes and prejudices toward one or more social groups. Explain how these prejudices developed and come up with three to four strategies you believe would be successful in countering these negative stereotypes and prejudices; and explain why the strategies would be effective. Do not include citations and/or references. This assignment is worth 10 points.
Reflection Paper
You will be asked to write a 2 to 3-page typewritten paper. This reflection paper will present you with a question relevant to the course material, and ask you to apply what you are learning to your personal life experience. Do not include citations and/or references. This assignment is worth 10 points.

Below are descriptions of the criteria on which your Self-Exploratory Paper and Reflection Paper will be evaluated.

10 Point Paper - This is a superior piece of writing, which completes the assignment in an outstanding manner. It may have very minor grammatical or mechanical errors, but it will be organized, well developed, rich in examples, and well written.

9 Point Paper – This paper will also fulfill all parts of the assignment, but not to the same degree as a 10 paper. It will show less facility of expression, be less well organized, be less fully developed, and it will contain a few more grammatical and/or mechanical errors.

8 Point Paper – This paper will display some weaknesses in fundamentals, and lack the development of the 9 or 10 papers. It may be repetitious, and/or it may display some minor misreading of the assignment. However, it will demonstrate writing competence.

7 Point Paper – This paper will be superficial, too general, and it will lack sufficient topic development. It may be simplistic or too short; or it may be rambling and repetitious. The writing is minimally adequate.

Papers receiving 6 and below are unsatisfactory scores.

In-Class Debate – Affirmative Action
The class will be divided into groups of 6-7 persons, who will debate on an issue relevant to prejudice and discrimination in our society. Each group will provide pro and con arguments in class relating to the issue being debated upon. This debate is worth 8 points. A missed debate will receive a score of zero.

In-Class Writing Assignments
There will be two in-class writing assignments – 8 points each for a total of 16 points. Each paper will present you with a question relevant to the course material. Missed in-class writing assignments will receive a score of zero.

Canvas Class Activities
There will be seven activities that correspond with the assigned reading for the week – 10 points each for a total of 70 points. Specific instructions will be outlined on the activity. The activities will be posted at 9:00 a.m. on Tuesdays via Canvas. You will complete the activity independently, and upload it by Tuesdays at 9:00 p.m.

In addition, you will be required to post a discussion about your reaction to the class activity, and reply to another student’s post. Discussion posts and replies are due by Thursdays at 9:00 p.m.

The Activity is worth 5 points and the Discussion is worth 5 points, for a total of 10 points. Each must be a minimum of 200 words; use Word Count. There are no make-up Canvas Class Activities.
MENTORING AND TUTORING:
King Library Research Services
Bernd Becker is the Reference Librarian assigned to assist Psychology students in using databases, helping with key word searches, etc. He is available throughout the semester to meet with individual students. His phone number is 408.808.2348, and his email address is Bernd.Becker@sjsu.edu.

SJSU Writing Center
The SJSU Writing Center (http://sjsu.edu/writingcenter) is located in Clark Hall, Room 126. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. These writing specialists have met a rigorous GPA requirement, and they are well trained to assist students at all levels to become better writers. Writing skills are increasingly becoming essential to academic effectiveness in virtually every contemporary educational context. Please do not hesitate to pursue this valuable resource for improvement. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Peer Connections
The Learning Assistance Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peers Connections is the new campus-wide resource for mentoring and tutoring. The staff is there to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of these services, which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space is also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing, Building B. Visit the Peer Connections website at http://peerconnections.sjsu.edu for more information.

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.
SJSU Counseling Services
The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
CLASS SCHEDULE

Week 1
February 2

CLASS MEETING
Course Overview
Introduction to the Study of Prejudice and Discrimination
Reading: Chapter 1

Week 2
February 9

CLASS ACTIVITY #1 ON CANVAS
Due by 9:00 p.m. on Tuesday

CLASS ACTIVITY #1 DISCUSSION AND POST
Due by 9:00 p.m. on Thursday
Reading: Chapter 2

SELF-EXPLORATORY PAPER DUE (9:00 p.m. on Canvas)

Week 3
February 16

CLASS MEETING
Reading: Chapter 6
In-Class Debate on Affirmative Action

Week 4
February 23

EXAM #1 ON CANVAS
(Chapters 1, 2, & 6)

CLASS ACTIVITY #2 ON CANVAS
Due by 9:00 p.m. on Tuesday

CLASS ACTIVITY #2 DISCUSSION AND POST
Due by 9:00 p.m. on Thursday

Week 6
March 1

CLASS MEETING
Racism
In-Class Essay
Reading: Chapter 5

REFLECTION PAPER DUE (in class)

Week 7
March 8

CLASS ACTIVITY #3 ON CANVAS
Due by 9:00 p.m. on Tuesday

CLASS ACTIVITY #3 DISCUSSION AND POST
Due by 9:00 p.m. on Thursday
Reading: Chapter 3
Week 8
March 15
CLASS MEETING
Homelessness
In-Class Essay

Week 9
March 22
CLASS ACTIVITY #4 ON CANVAS
Due by 9:00 p.m. on Tuesday

CANVAS ACTIVITY #4 DISCUSSION AND POST
Due by 9:00 p.m. on Thursday
Reading: Chapter 4

Week 10
March 28 – April 1
SPRING BREAK

Week 11
April 5
CLASS MEETING
Media Watch Presentations

Week 12
April 12
CLASS ACTIVITY #5 ON CANVAS
Due by 9:00 p.m. on Tuesday

CLASS ACTIVITY #5 DISCUSSION AND POST
Due by 9:00 p.m. on Thursday
Reading: Chapter 8

Week 13
April 19
EXAM #2 ON CANVAS
(Chapters 3, 4, & 8)

CLASS ACTIVITY #6 ON CANVAS
Due by 9:00 p.m. on Tuesday

CLASS ACTIVITY #6 DISCUSSION AND POST
Due by 9:00 p.m. on Thursday

Week 14
April 26
CLASS MEETING
Ageism
Reading: Chapter 7
Week 15
May 3

CLASS ACTIVITY #7 ON CANVAS
Due by 9:00 p.m. on Tuesday

CLASS ACTIVITY #7 DISCUSSION AND POST
Due by 9:00 p.m. on Thursday
Reading: Chapter 9

EXTRA CREDIT ASSIGNMENT
Posted on Canvas at 9:00 a.m. on Tuesday
Due by 9:00 p.m. on Thursday (on Canvas)

Week 16
May 10

CLASS MEETING
Mental and Physical Disability
Cultural Influences and Values
Reading: Chapter 10
Individual Interview Paper Due (in class)

FINAL EXAM:
Tuesday, May 24th – CANVAS
1715-1930
(Chapters 7, 9, and 10)