PSYC 191: Psychology of Prejudice

Spring 2016 - Section 03 (3 Units)
Thursday, 6:00pm – 8:45pm
DMH 356

Instructor: Leslye M. Tinson, M.S.
Lecturer of Psychology, College of Social Sciences

Email Address: Leslye.tinson@sjsu.edu

Office Location: DMH 232

Voicemail: (408) 924-6596

Office Hours: Thursday, 4:30-5:30pm

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

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.

Textbooks and Materials

- Additional readings and resources will be available via Canvas website
- Students will need 3 Scantron GREEN 882 E forms.

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.

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. 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, I 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

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

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

Quizzes (3) - 10 points each  30 points toward final grade
Quizzes will be conducted to assess student’s knowledge of course related terms and theories.

Discussion forums (2) – 10 points each  20 points toward final grade
Students must participate thoughtfully in 2 discussion forums online during the course of the semester. These forums will be conducted via Canvas.

Small group in-class activities (5) – 10 points each  50 points toward final grade
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.**

**Total Grade:** 250 points total course grade

There is no extra credit allowed in this course.

**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 250 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>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>242</td>
<td>97%</td>
</tr>
<tr>
<td>A</td>
<td>232</td>
<td>93%</td>
</tr>
<tr>
<td>A-</td>
<td>225</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>217</td>
<td>87%</td>
</tr>
<tr>
<td>B</td>
<td>207</td>
<td>83%</td>
</tr>
<tr>
<td>B-</td>
<td>200</td>
<td>80%</td>
</tr>
<tr>
<td>C+</td>
<td>192</td>
<td>77%</td>
</tr>
<tr>
<td>C</td>
<td>182</td>
<td>73%</td>
</tr>
<tr>
<td>C-</td>
<td>175</td>
<td>70%</td>
</tr>
<tr>
<td>D+</td>
<td>167</td>
<td>67%</td>
</tr>
<tr>
<td>D</td>
<td>157</td>
<td>63%</td>
</tr>
<tr>
<td>D-</td>
<td>150</td>
<td>60%</td>
</tr>
<tr>
<td>FAIL</td>
<td>149 or less</td>
<td></td>
</tr>
</tbody>
</table>

Students who opt for Credit/No Credit grading option will be graded as follows:

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit:</td>
<td>175</td>
<td>70%</td>
</tr>
<tr>
<td>No Credit</td>
<td>less than 175 points (below 70%)</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 notetaking only.** No social media, web surfing, etc. as this distracts other students. 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.
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 visit office hours. I will be in DMH 232, but like to know when to expect students.
- 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:
  - Subject line: “SJSU – PSYC 191 grading question”
  - Dear Professor Tinson:

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.

Accommodations for students with disabilities

In compliance with the University policies and other regulations, I am available to discuss appropriate academic accommodations that may be required for student with disabilities.
Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances, so arrangements can be made.

**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

**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. This means if it is due on 2/14, your late extension would be 2/21. 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.

**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 Registration 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 Student Dates and Deadlines**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin</td>
<td>01/28/16</td>
</tr>
<tr>
<td>Last Date to Add</td>
<td>02/16/16</td>
</tr>
<tr>
<td>Last Date to Drop with no 'W'</td>
<td>02/09/16</td>
</tr>
<tr>
<td>Census Date</td>
<td>02/24/16</td>
</tr>
<tr>
<td>Last Date to Request CR/NC</td>
<td>02/16/16</td>
</tr>
<tr>
<td>Spring Recess</td>
<td>03/28/16 – 04/01/16</td>
</tr>
<tr>
<td>Last Date to Drop with 'W'</td>
<td>04/26/16</td>
</tr>
</tbody>
</table>
Student Religious Observances
San José 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. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Other University Policies

General Expectations, Rights and Responsibilities of the Student
As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf and SJSU current semester’s Policies and Procedures, at http://info.sjsu.edu/static/catalog/policies.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. 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/.

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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with
disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

**SJSU Peer Connections**

Peer Connections’ free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

**SJSU Counseling and Psychological Services**

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential 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 and Psychological Services website at http://www.sjsu.edu/counseling.
## Tentative Course Schedule

*(This schedule is subject to change to accommodate guest presenters & student needs. Changes will be announced in class.)*

<table>
<thead>
<tr>
<th>DATE</th>
<th>Scheduled Classroom Topics</th>
<th>Readings Due before class + Assignments Due</th>
</tr>
</thead>
</table>
| Thursday, 1/28     | Welcome to PSYC 191  
Syllabus Review, Enrollment  
Getting to know you                                                                 | Read the course syllabus                                                         |
| Thursday, 2/4      | Introductions  
Discussion: Creating a safe classroom environment  
Activity: Insiders/Outsiders  
Film clips: Slavery museum                                                      | READ: Preface, Chapter 1;  
Submit Writing Assignment 1 to Canvas + bring hardcopy to class                 |
| Thursday, 2/11     | Key Concepts of Prejudice  
- Defining stereotypes, prejudice, discrimination  
- Research methods  
- White privilege  
Discussion: What is an ethnic minority?  
Activity: African American History Museum                                          | READ: Chapter 2 + Assigned readings posted on Canvas                              |
| Thursday, 2/18     | Historical Perspectives on Race in the U.S.  
- What does it mean to be an American?  
- Civil Rights movement  
- Challenges of Diversity  
Film clips: Selma, Glory  
Activity: Identity – Social role theory                                            | READ: Chapter 3;  
Participate in Discussion forum #1 on Canvas                                         |
| Thursday, 2/25     | Personality and Individual Differences  
- Psychodynamic theory, authoritarianism, Social dominance theory  
- Overt vs. Covert prejudice  
Activity: Subtle prejudice                                                          | READ: Chapter 4                                                                  |
| Thursday, 3/3      | **QUIZ 1**  
Social Cognition and Categorization – “Us vs. Them”  
- Attribution theory  
Film: The Eye of the Storm  
Discussion: Group membership  
Activity: Cognitive Dissonance                                                      | READ: Chapter 5  
Submit Writing Assignment 2 to Canvas + bring hardcopy to class                      |
| Thursday, 3/10     | Social Identity, Roles and Relations  
- Social identity theory  
- Identity development and formation  
Activity: The Diversity Shuffle                                                      | READ: Chapter 6                                                                  |
<table>
<thead>
<tr>
<th>DATE</th>
<th>Scheduled Classroom Topics</th>
<th>Readings Due before class + Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, 3/17</td>
<td><strong>Is Bias in the Brain?</strong>&lt;br&gt;- Implicit Association Test (IAT)&lt;br&gt;Film: The Color of Fear&lt;br&gt;Activity: Social media</td>
<td>READ: Chapter 7</td>
</tr>
<tr>
<td>Thursday, 3/24</td>
<td><strong>Coping and Adapting to Stigma and Difference</strong>&lt;br&gt;Activity: Nonverbal communication</td>
<td>READ: Chapter 8&lt;br&gt;Submit Writing Assignment 3 to Canvas + bring hardcopy to class</td>
</tr>
<tr>
<td>Thursday, 3/31</td>
<td><strong>Spring Break – No Class Meeting</strong></td>
<td>Enjoy the break!</td>
</tr>
<tr>
<td>Thursday, 4/7</td>
<td><strong>Intergroup Interactions</strong>&lt;br&gt;Activity: Entertainment Personalities</td>
<td>READ: Chapter 9</td>
</tr>
<tr>
<td>Thursday, 4/14</td>
<td><strong>QUIZ 2</strong>&lt;br&gt;Cultural Diversity&lt;br&gt;Activity: Physical Appearance Categorization</td>
<td>READ: Chapter 10; Participate in Discussion forum #2 on Canvas</td>
</tr>
<tr>
<td>Thursday, 4/21</td>
<td><strong>Film: Do the Right Thing</strong></td>
<td>Submit Writing Assignment 4 to Canvas + bring hardcopy to class</td>
</tr>
<tr>
<td>Thursday, 4/28</td>
<td><strong>Social Roles and Power</strong>&lt;br&gt;Activity: Microaggressions</td>
<td>READ: Chapter 11&lt;br&gt;Submit Writing Assignment 5 to Canvas + bring hardcopy to class</td>
</tr>
<tr>
<td>Thursday, 5/5</td>
<td><strong>Institutional Bias: Schools and Justice</strong>&lt;br&gt;Activity: Gender Stereotypes</td>
<td>READ: Chapter 12</td>
</tr>
<tr>
<td>Thursday, 5/12</td>
<td><strong>Looking ahead: What have we learned?</strong>&lt;br&gt;Film: Coming out in rural America&lt;br&gt;Activity: Gay Rights Movement</td>
<td>READ: Chapter 13&lt;br&gt;Submit Writing Assignment 6 to Canvas + bring hardcopy to class</td>
</tr>
<tr>
<td>Thursday, 5/19</td>
<td><strong>QUIZ 3</strong></td>
<td></td>
</tr>
</tbody>
</table>

**All writing assignment instruction details will be provided online via Canvas.**