SAN JOSE STATE UNIVERSITY
PSYCHOLOGY DEPARTMENT
PSYCHOLOGY 191, PSYCHOLOGY OF PREJUDICE
SECTION 05, FALL 2017

Course and Contact Information

Instructor  Simone Lundquist, Ph.D.
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Office Hours  Mondays & Wednesdays, 1:30 to 2:30 PM
Class Days/Time  Mondays & Wednesdays, 12:00 – 1:15 PM
Classroom  Clark Hall (CL) 117
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 (PSYC 1)

GE/SJSU Studies Category  AREA S: Self, Society, & Equality in the U.S.

IMPORTANT NOTE: For students with continuous enrollment as of Fall 2005 “Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments or distinct academic units.”

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 co-requisite in a 100W course is required.

Psychology of Prejudice will focus on the psychology of prejudice, inequality, & discrimination. While there are many aspects to prejudice (i.e. very broad-ranging social and political consequences
for individuals and groups), the purpose of this course is to explore the psychology of prejudice and discrimination in the US, the psychological factors involved, and the psychological effects on individuals and groups.

From both theoretical and experiential perspectives, we will explore issues relating to those who hold prejudiced attitudes and those who are targets of those attitudes. We will examine prejudice relating to race, ethnicity, gender, sexual orientation, age, etc.

Class sessions will include lectures, presentations by students in the class, in-class writing, discussions, and films. Activities that focus on prejudice and diversity will be an important part of classroom events. The class will engage in small group and individual experiential exercises designed to facilitate intrapersonal and interpersonal awareness of issues related to prejudice, discrimination, racial/ethnic identity, etc.

Students will be given an opportunity to investigate topics in psychology related to prejudice and to practice applying critical thinking skills. Within the context of psychology, broad topic areas include (among others):

- Stereotypes: formation, functions, maintenance, change
- The underlying psychological processes of prejudice: development & maintenance
- “Old-fashioned” vs. “modern” racism
- Ageism & sexism

Some class sessions will involve group discussions – either in small groups or in the whole class group. Therefore, it is imperative that students read before each class and come prepared to actively participate in class discussions. The success of this class is directly dependent on participation by students.

*IMPORTANT NOTE:* Many topics in this course may evoke strong emotions. Within the framework of individual expression, students are expected to show respect for others and their viewpoints, even when those views are opposed to those of the student.

Learning Outcomes and Course Goals

SJSU Studies (AREA S) GE Learning Outcomes (GELO)

One of the main goals of this 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”.

Upon successful completion of this course, students will be able to:
GELO #1: Describe how identities (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.

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

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

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

GE Course Content Learning Outcomes

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

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

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

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

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

Explanation of how course activity/assignments will be used in assessment of Area S Learning and Content Outcomes

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

Activities/Assignment(s) used in assessment:

1. Media watch analysis: One of the main goals of this assignment is to give students the opportunity to examine how one major cultural influence (i.e., the media) affects identities within our society. Students’ ability to analyze, discuss, and critically evaluate these media influences in their individual papers will be used to assess this objective.
**GELO #2:** Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

Activities/Assignment(s) used in assessment:

1. **Interview assignment:** The purpose of this paper is to allow students to interview a person who has been the target of prejudice/discrimination to get a “first-hand” account of their experiences. The content of students’ introduction section of their papers will be evaluated to assess their ability to describe the various processes outlined in this learning objective. The introduction section will be used specifically for this purpose since students will be required to describe the relevance of these processes to their interview findings.

2. **In-class writing:** Students’ performance on two in-class writing assignments will also be used to assess this learning objective. Specifically, the writing assignments on the Japanese internment camps during WWII and on “Racial profiling” are particularly relevant since they seem to relate most directly to processes described under this objective.

3. **Class participation:** Students’ participation in class discussions about assigned subjects covering multiple levels of suppression in societies will also be used to assess this objective. Class discussions are specifically designed to increase students’ awareness of the impact of the dominant discourses in the society on ways individuals treat themselves and others addressing the concepts of equality and inequality in the U.S.

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

Activities/Assignment(s) used in assessment:

1. **In-class writing** -- Students’ performance on the in-class writing assignment regarding the topic of Affirmative Action will be used in assessment of this objective. In particular, students’ understanding of this issue, their ability to describe the arguments for and against it, and their knowledge of how it has impacted minorities and society as a whole will be evaluated.

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

Activities/Assignment(s) used in assessment:

1. **Out-of-class writing (Stereotype reduction paper):** Students’ performance on the Stereotype reduction paper will also be used in assessing this objective. In this paper, students will be required to describe at least three strategies they believe would be successful in reducing their negative stereotypes and/or prejudices about another social group and clearly explain the reasons they believe these strategies would be effective.
Content Objective #1: Diversity -- Issues of diversity shall be incorporated in an appropriate manner.

Activities/Assignment(s) used in assessment:

1. In-class writing: Students’ performance on the in-class writing assignment regarding “Diversity in the Bay Area” will be used to assess this objective. In this assignment, students will explore whether or not the racial/cultural/ethnic diversity of the Bay Area makes prejudice/discrimination more or less likely.

Content Objective #2: Writing: Written assignments should include both in-class and out-of-class writing, giving students practice and feedback throughout the semester. Evaluative comments must be substantive, addressing the quality and form of writing. A minimum of 3000 words of writing is required in a language and style appropriate for the discipline.

1. Interview paper, Media watch analysis, in-class writing, and out-of-class papers: Students’ performance on all writing assignments will be used to assess this content objective.

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

1. In-class writing: Students’ in-class writing assignments will be reviewed to assess their ability to describe how the paper topics (i.e., racial profiling, affirmative action, etc) impact individuals as well as society as a whole.

2. Class participation: Students’ understanding of how the issues presented in the articles and videos addressing the influence of the dominant discourses in the society on the ways individuals treat themselves and others will also be assessed in this activity.

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

1. Out-of-class writing (Reflection papers) -- Students’ performance on the Reflection paper writing assignments will be used to assess this content objective. In this paper, students are asked to write about their own prejudices, what they are, their development, their effects on themselves and on others, how and why they’ve changed or stayed the same.

2. In-class discussions: Students’ participation in in-class discussions will also be used to assess this objective.

NOTE: “Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments or distinct academic units.”
Course Learning Outcomes (CLOs): Upon successful completion of the Psychology of Prejudice course, students will be able to:

- CLO 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).

- CLO 2: Recognize and describe the underlying psychological processes which, in conjunction with societal forces, lead to the development and maintenance of stereotypes and prejudice.

- CLO 3: Apply critical thinking skills to identify and analyze prejudicial beliefs and behaviors

- CLO 4: Articulate the effects of stereotypes and prejudice in their own experiences.

Program Learning Outcomes (PLOs): Upon successful completion of the psychology major requirements…

- 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.

Required Texts/Readings

There are three sources of readings for this course. Both are required reading. The two books can be purchased from the bookstore or on-line at your favorite used (or new) site. We will also be using a number of related articles and videos which could be found on Canvas. I expect you to have completed the readings prior to the class meeting, including the book and the assigned articles. This will greatly facilitate our discussions and will help you get answers to questions that will arise while you read each assignment.
**Required Text:**

*ISBN:* 9780130287717

*ISBN:* 9780231172905

**Office Hours**

My office is at DMH 310 and my office hours are on Mondays and Wednesdays from 1:30 PM to 2:30 PM. If I am not in my office, please send me an email. I will have regular office hours as posted at the top of this syllabus. If you cannot make one of these times, you can e-mail, or see me after class to set an appointment. I want to be available to you. If you email me, you can generally expect a response back in 48 hours during the week. If you email on a Friday or over the weekend, you will not hear back from me earlier than the next Monday. The best time to catch me is right after class and let me know if you need to see me at another time. With office hours it is first come, first served. If you do not want to wait or waited but were not able to see me, please set a time with me individually. During office hours we can discuss course questions or other topics of interest to you.
Course Canvas site

The course Canvas site is an online resource supplement for this course. Use of this site and the information provided is not a substitute for attending lectures. The site will be updated regularly throughout the semester. This site contains:

- Discussion Board (Course Announcements)
- Links to webpages that will be of use to you throughout the course
- Handouts and articles
- Assignment submission
- Rubrics

Only some of the material of this course is on Canvas. Not all of the material shown on the PowerPoint during lectures will be available on Canvas. This will not be a sufficient substitute for coming to class.

In addition to the notes, the Canvas page will have a copy of the course schedule, which I will try to update as we go along, as well as copies of the additional readings required for this course. If you have trouble accessing these materials, come and see me, we will figure it out together.

Check this site regularly for course announcements, articles, assignments, and other course materials.

Accessing Course Canvas site

To access the Canvas site go to http://www.sjsu.edu/at/ec/canvas/ and click on “Log in to Canvas”

Username = SJSU 9-digit ID

Password = your current SJSUOne password

For additional information or help with logging in:

Canvas Student Tutorial: http://www.sjsu.edu/at/ec/canvas/

Note: clearing your browsing history may help if you have trouble logging into the site.

Course Requirements and 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.

Exams

The “exams” are meant to stimulate your reading of the text and keep you ahead of the lecture material. All questions will be based on the assigned readings and class discussions.
The quizzes are completed in first or last 10-15 minutes of class. The exams will not be repeated so if you are not in class on the day that the exam is given to you, you will miss 5 scores. Please keep track of your quiz schedule and the scores you receive.

**Writing Assignments**

The writing assignments are designed to have you interact with the material at a more personal level.

1. **Activity Assignments**

Each student will participate in two activity assignments – individual interview and a Media-watch vs. Real life analysis. These 2 assignments will be organized around the spheres (‘isms) which we are investigating in this class, i.e. race, gender, sexual orientation, abilities, and age.

Students will choose which spheres they would like to investigate in each assignment with the following limitation: for each student, each of the two activity assignments will involve work on different spheres. For example, Student A chooses to do the media watch investigation of issues of race and does an interview with a person with a disability. This will help assure that each student has a chance to actively learn about different spheres of prejudice.

The interviews will be completed and graded individually. However, the media analysis will have both a group and an individual component. For the group aspect of the analysis, the whole group will receive the same grade. The individuals will receive a separate grade for the individual component.

The two activities are described below.

a) **Interview Assignment** (Maximum page length = 5 pages. Individual paper = 60 pts)

Your assignment is to choose someone from a target group to interview about their personal experiences with prejudice, discrimination, inequality, tolerance, etc. The interview should focus on their perspective as a target group member, e.g. person of color or gay/lesbian or person with a disability, or person with multiracial identity, etc.

To prepare to for the interview, I will provide you with a written guide to doing a good interview. In addition, you should find, read, and discuss in your paper at least 3 journal articles of your choice. In this discussion, it is important for you to describe how the content and/or findings of these articles are relevant to the experiences of the person you are interviewing. You should include discussion of these relevant articles in the Introduction and/or Discussion sections of your interview paper (see description of these sections below).

Also, students will spend some time in class in small groups helping each other devise interesting and appropriate interview questions. I will form the in-class groups on the basis of your choice of interview. For example, all students choosing to interview someone about their experiences with
prejudice as a person with a disability will be grouped together. The questions that the group creates will be submitted to me prior to interviews.

The person you interview may or may not be a relative or friend of yours. Arrange a time free from interruptions and other people in a setting comfortable for the person being interviewed. Take careful notes during the interview or tape it (with permission from the person being interviewed) and review it later.

*** You will turn in a 4-5 page typed summary of the interview and your reactions. The written summary should include the following 5 sections and will be worth a total of 20 points:

- **Introduction**: explain who you chose and why; their relationship to you; which articles you read in preparation for the interview and discuss why you chose to include those specific articles in your paper. Also discuss any historical, social, political, and/or economic factors that may have contributed to any prejudice/discrimination your interviewee has experienced.

- **Methodology**: setting, procedures, etc.; i.e. who was present; whether you taped, took notes, etc.; any unusual aspects, e.g. their brother joined you half way through; in other words, anything that might influence your findings.

- **Findings**: content of the interview, i.e. questions and responses (you can do this in a summary narrative format or in a question/response format).

- **Responses to the interview**: yours and the subject’s; be sure to include your emotional responses as well as your cognitive responses.

- **Discussion**: discuss class readings and/or class lectures about prejudice and their relevance to your findings in this interview, describe findings of any articles that are relevant to your interview and their implications for your findings.

- **Reference page**: cite the articles that you discussed in your paper.

b) **Media watch vs. Real life Analysis** (Individual reference page with explanations = 40 pts & Group Poster of findings = 30 pts)

You and members of your group will observe and record how people from the sphere you are assigned to investigate are portrayed on television, the movies, in print advertisements and real life. A detailed description of the assignment will be presented to you later in class.

For the group portion of this assignment (worth 20 pts), each group will:

1) Perform planned observations (Media and Real life);
2) Prepare a **Poster** describing their methodology, stating their research questions/comparisons, & briefly summarizing their findings. Guidelines for the Poster will be provided.
For the individual portion of this assignment, each student will prepare a **Reference Page with explanations** (worth 40 pts); **5 pages maximum.** This Reference page should include:

1. 3 – 5 scholarly articles/references for your media analysis
2. **A BRIEF summary** of the findings of these articles
3. **A concise discussion of WHY you chose** the article/reference
4. **Detailed explanation of how the article relates to your project and your own media findings.**

2. **In-class writing (50 pts).** Several times (10 times) during the semester, you will be asked to write about your own opinions, beliefs, values, and reflections about videos we will watch in class and/or “controversial” topics relevant to the issues of prejudice, discrimination, equality, and/or inequality. Some of the topics you may be asked to write about include “racial profiling”, “same-sex marriages”, “affirmative action,” and the Japanese internment camps during WWII. In addition to writing about your own values regarding these topics, you will also be asked to discuss the civic relevance of this topic for the “real” world. In other words, I want you to discuss what you think the implications are of each of these topics for people in general and for society as a whole.

4. **Out-of-class writings.** In addition to the in-class writing, you will be required to write ten short one-page papers, and a stereotype reduction paper. These include:

a. **Stereotype reduction paper (35 pts).** This assignment will be a paper describing a negative stereotype/prejudice you may have about another group and discussing how you might reduce this it. To write this paper, you must first read Chapter 8 in your text. Then you will describe your negative attitudes about a particular group and where you think your prejudice comes from. Most importantly, you must **discuss at least 3 specific techniques/strategies that you believe will be effective in reducing your negative prejudice and clearly explain why you think these ways would be successful.** Maximum length of this paper is 3 typewritten double-spaced pages.

b. **Reflection papers (50 pts).** In these papers (10 papers), you will describe your reflections on what you learned in this class about your own prejudices: what they are, their development, their effects on you, how and why they’ve changed this semester or why they’ve stayed the same, etc. Please also include any feedback you have about the class/assignments/activities, etc. This can include the things you like/dislike about the course, things that you would like to have learned more about, etc. Maximum length of each paper is 1 typewritten double-spaced pages. Please see the modules on Canvas and the class schedule on your syllabus for due dates.

5. **Class participation (60 pts total).** Because this is in part an experiential class, attendance and participation are crucial. You cannot participate if you do not come to class. Thus, absences will diminish the level of participation you can achieve in the class, and will reduce your grade. Many classroom activities and discussions will supplement the reading and students are responsible for all material, assignments, and explanations given in class, even if they were absent.
a. **Other misc. classroom activities.** You will also be given points based on your own participation in various classroom activities throughout the semester. This may include small group (5-6 people) discussions & attendance at the poster presentations & panel discussions.

**NOTE** that University policy F69-24 states, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

**Important Notes:**

1) To receive complete credit on your papers, you must pay careful attention to grammar, spelling, sentence construction, etc. Spell and grammar checkers do not catch all errors - you must **PROOFREAD IT!** Even better, have someone else proofread it. **Papers that contain many spelling and grammatical errors will result in substantial point reduction.**

2) Note that part of the media analysis will be done in groups. It is up to group members to decide how to best distribute the work load equally among the individual group members. The entire group will get the same grade on the group portion of this assignment so it is important that each member of the team do all they can to contribute to the group product.

**NOTE** that University policy F69-24 at [http://www.sjsu.edu/senate/docs/F69-24.pdf](http://www.sjsu.edu/senate/docs/F69-24.pdf) states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

**Online and in-person (hard copy) submissions**

You must turn in your assignments in two ways: (1) in person, printed copy of the completed paper; and (2) online upload on Canvas. This is a plagiarism detection and originality analysis system. You will receive feedback about the amount of copying you may have done in your paper before you turn in your final version. You can still correct any mistakes or plagiarism based on this feedback BEFORE you turn in your final paper by the deadline. Once the deadline has arrived, the last version uploaded will be your final paper. The following file types are compatible with the online process: MS Word, WordPerfect, PostScript, Acrobat PDF, HTML, RTF, and Plain Text. If you plagiarize your paper it will be detected here. Plagiarism will result in a failure in the course and possible dismissal from the university. I assume that you have completed the plagiarism (tutorial available here: [http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm](http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm) ) by the time you have taken this class. If not, please do so as it will help you avoid making costly mistakes. You must also turn in hard (printed) copies the day each of the papers is due. Please contact me with questions BEFORE the paper is due.
Grading Information

Grading is based on the following:
1. Writing assignment 1: Interview Paper (60 points)
2. Writing assignment 2: Media vs. Real life Analysis reference page with explanation (individual portion) (40 points)
3. Media vs. Real life assignment Poster Presentation (group portion) (30 points)
4. Stereotype Reduction paper (35 points)
5. Sum of your Exams (35 points; 7 exams, each 5 points)
6. Sum of your Reflections (50 points; 10 papers, each 5 points)
7. Sum of In-class writings (50 points; 10 papers, each 5 points)
8. Participation (60 points: 30 sessions, 2 points each session)
9. Final Exam (40 points)

The grading scheme for this course is determined as follows:

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<th>Grade</th>
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Make-up Exams

No extensions or make-up exams will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.

Late Assignments

Assignments are due at the start of class (turned in during class) on the day indicated on the course schedule. If due dates are changed, the new due date will be announced in lecture and posted on Canvas in a timely fashion. No extensions will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.

Extra Credit

Extra credit assignments are given at the instructor's discretion. Should extra credit opportunities be extended, the total amount of extra credit points earned by a student cannot exceed 1 – 2 % of the total number of points available in the course.
Classroom Protocol and Policies

Classroom Protocol

I believe that the classroom is a professional environment where we co-create a dialogical context to facilitate learning and exchange of knowledge and experiences. The guiding principles are to **be respectful and attend to what is going on in class**. I expect that you be mindful of these codes of conduct as classroom etiquette breaches will not be tolerated and will be grounds for dismissal from the class.

1. Be polite and respectful to the other people in the class, particularly when engaged in discussion. While I encourage an open discussion of many ideas, please refrain from using language that is prejudicial or hurtful to others.
2. Do not carry on conversations with others during lecture. (If you have a question or point to make, just say it so we can all hear it!)
3. Please turn off your cell phone for the time you are in class. If you need to receive an emergency call, let me know about it in advance. Never take a call and start talking during class.
4. Never bring out a cell phone during an examination period.
5. Do not text message during lecture.
6. You may not use a laptop in class. If you have a disability with a need for such an accommodation to take notes, please contact me and we will make an exception.
7. Attend to the lecture material. Do not work on any other course material during class, including studying for other exams.
8. Do not sleep during class.

The information in the syllabus is for your convenience. Any portion of it may change as seems appropriate, especially the dates on which the tests occur (except the last exam). You are responsible for keeping current on any deviations from the class syllabus, again, particularly rescheduling of tests. Check the class web site if you cannot be in class and want to check the times for exams, etc. Generally, I will lecture in class, and participation is highly encouraged. Participation makes the class much more interesting and allows you to develop your critical thinking skills. Questions are welcome at any time.

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 of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

The expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

Contacting Instructor

1. **I will answer emails M - F, 9:00 - 5:00.** If you email me at night or on the weekends, do not expect a response until the next weekday, at the earliest.
2. **Through Canvas (Canvas) mail function.** Best for private questions and comments.

3. **Through regular email.** simone.lundquist@sjsu.edu.

4. **By phone.** Best if you need to contact me quickly and cannot use email at the time.

5. **Consider emails for this course as professional correspondence (see sample correspondence at the end of the syllabus).**
   
   a. **Subject Line** should include your class and a brief description of the issue (e.g., Subject: Psych 191: absence on 10-10-11).
   
   b. **Greetings** should be formal and use your instructors title (e.g., Dear Dr. Lundquist or Professor Lundquist)
   
   c. **Identify yourself** and the course/section you are in.
   
   d. **Issue or question** should be stated clearly, concisely, respectfully, and with attention paid to grammar, complete sentences, and so forth.
   
   e. **Expect replies within 1 - 3 days.** Polite follow-ups are encouraged if you have not heard from me in a reasonable amount of time.

**Example email correspondence**

Subject: Psyc 191: Assignment due date question

Dear Professor Lundquist (or Dr. Lundquist),

My name is Miranda Jackson and I am in your 191 class that meets T/Th 13:30 - 14:45. I am not sure when the Response Journal assignment is due because of conflicting information. The syllabus schedule says Nov. 5, but the assignment sheet itself says Nov 9. Thank you for your attention to this matter.

Regards,

Miranda

student id # 001234567

**Regular attendance is necessary to do well in the course.**

Although the course has an online resource, this resource is not a substitute for attending lectures. Attendance is strongly recommended. I expect you to come to every class. If you do not attend classes, you will definitely miss material that will appear on the exams. Class is also the time to have any questions answered that you may have. Material not presented in class but which appears in assigned readings will also be included on the exams. So the exams will cover material from lectures, assigned articles and your textbook. While the lectures include some material from the text, it will also contain different material. If you see contradictions between the lecture and the material in the text, please do not hesitate to ask about this in class. There will be pop quizzes and writing assignments for this class which if you do not come to class, you will likely miss if you don’t come to class. These quizzes and assignments count toward your final grade. For all these reasons, it will not be advantageous to you, if you miss any classes.
**Laptops**
In-class laptop use (if deemed necessary by the professor) should be restricted to course-related activities (e.g., taking notes). Other activities (e.g., web surfing) distract both the instructor and students and will not be tolerated. You will be asked to turn off your laptop if you are engaged in non-class activities. You will be asked to refrain from laptop use for the duration of the course if this behavior continues.

**Cellphones and other electronic devices**
Please be certain to turn off or put in silent mode all cell phones, pagers, and any other devices that produce distraction prior to entering the classroom.

**Late arrivals**
If you must arrive late or leave early, please do so quietly and with a minimum of distraction.

**Be respectful of others**
Respect differing points of view offered by students. Independent discussions should not be happening when someone is addressing the class.

**I expect you to come to class prepared**
“Prepared” means you have completed the readings and any assignment before class starts, and written down any questions you had from the assignment. You should be as prepared as you expect your professor to be.

**Communication**
Use email!! Use office hours! Talk to me!!

**Check the course Canvas site regularly**
If I become ill, I will inform you the night before that I will be absent. Please email me before class if you will not be in class. Please set your spam controls to accept my email address.

**Recording of Class Lectures & Sharing/Distribution of Course Content**
Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

- If you wish to record lectures for your private, study purposes, please discuss this with the instructor. **Written permission** to record lectures will need to be granted for the whole semester or on a class-by-class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent. **This policy extends to both content presented in the classroom and posted on the Canvas site.**
University Policies (Required)

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”

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### Student Resources

#### Librarian: Psychology

The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials. The library also has an abundance of resources for doing psychology research:

**Psychology Librarian:** Bernd Becker  
408.808.2348  
Bernd.Becker@sjsu.edu  
http://libguides.sjsu.edu/psychology

#### 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 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.

#### ACCESS Success Center

The ACCESS Success Center is a resource for College of Social Sciences students, which includes psychology majors. This center provides mentoring, tutoring, and advising especially geared for social science majors. The center provides workshops and presentations on writing, statistics, graduate school applications, and so forth. Visit their webpage for more information, http://www.sjsu.edu/access/

#### SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through
their university experience. You are encouraged to take advantage of their 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 are 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 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.

(Note: You need to have a QR Reader to scan this code.)

**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.
Psychology 191, Psychology of Prejudice, Fall, 2017

This is a tentative timeline and we may deviate from it. It is your responsibility to know where we are in the readings and if the test dates or materials to be included on tests might have been changed. We will work very hard to stay on schedule.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignments and Quizzes Due</th>
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<td>WEEK 1 08-23</td>
<td>Introduction to course</td>
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<tr>
<td>WEEK 2 08-28</td>
<td>Introduction to Prejudice and Discrimination</td>
<td>Jones: Chapter 1 White Boy Privilege Video</td>
<td>In-Class Discussion</td>
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<tr>
<td>WEEK 2 08-30</td>
<td>Racism, Sexism, and Antigay Prejudice</td>
<td>Jones: Chapter 2</td>
<td>Reflection Paper 1 due</td>
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<td>In-Class Discussion</td>
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<td>Small Group Discussion</td>
</tr>
<tr>
<td>WEEK 3 09-04</td>
<td>Labor Day</td>
<td>NO CLASS</td>
<td>ENJOY THE DAY!</td>
</tr>
<tr>
<td>WEEK 3 09-06</td>
<td>Values and Prejudice</td>
<td>Jones: Chapter 3</td>
<td>Quiz 1 (Jones: Chapters 1, 2, &amp; 3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read the Syllabus, be ready to devise questions for your interview</td>
<td>Small group discussions on devising interesting and appropriate interview questions</td>
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<td>Reflection Paper 2 on Chapter 1, Kaschak due</td>
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<td>Small Group Discussion</td>
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<tr>
<td>WEEK 4 09-11</td>
<td>The Eye of the Beholder</td>
<td>Sight Unseen: Chapter 1</td>
<td>In-Class writing Assignment 1</td>
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<td>Small Group Discussion</td>
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<tr>
<td>WEEK 4 09-13</td>
<td>Cognitive Components of Prejudice</td>
<td>Jones: Chapter 4</td>
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<tr>
<td>WEEK 5 09-18</td>
<td>Cognitive Components of Prejudice Continued …</td>
<td>Jones: Chapter 4 Continued …</td>
<td>Quiz 2 (Chapter 4, Jones)</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings Due</td>
<td>Assignments and Quizzes Due</td>
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<tr>
<td>WEEK 5 09-20</td>
<td>Blind Date</td>
<td>Sight Unseen: Chapter 2</td>
<td>Reflection Paper 3 on Chapter 2, Kaschak due</td>
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<tr>
<td>WEEK 6 09-25</td>
<td>Individual Differences in Prejudice</td>
<td>Jones: Chapter 5</td>
<td>Quiz 3 (Chapter 5, Jones)</td>
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<tr>
<td>WEEK 6 09-27</td>
<td>The Color of Blindness</td>
<td>Sight Unseen: Chapter 3</td>
<td>Reflection Paper 4 on Chapter 3, Kaschak due</td>
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<td>Small Group Discussion</td>
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<tr>
<td>WEEK 7 10-02</td>
<td>Hiding in Plain Sight</td>
<td>Sight Unseen: Chapter 4</td>
<td>In-Class writing Assignment 2 on Chapter 4, Kaschak</td>
</tr>
<tr>
<td>WEEK 7 10-04</td>
<td>Intergroup Relations</td>
<td>Jones: Chapter 6</td>
<td>Quiz 4 (Chapter 6, Jones)</td>
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<tr>
<td>WEEK 8 10-09</td>
<td>Looks are everything</td>
<td>Sight Unseen: Chapter 5</td>
<td>In-Class writing Assignment 3 on Chapter 5, Kaschak</td>
</tr>
<tr>
<td>WEEK 8 10-11</td>
<td>Three’s Company</td>
<td>Sight Unseen: Chapter 6</td>
<td>Reflection Paper 5 on Chapter 6, Kaschak due</td>
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<td>Small Group Discussion</td>
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<tr>
<td>WEEK 9 10-16</td>
<td>Talking Black: The Color Code</td>
<td>Sight Unseen: Chapter 7</td>
<td>Media Analysis Reference Page Due</td>
</tr>
</tbody>
</table>
<pre><code>                                                                                       | Small Group Discussion                               |
</code></pre>

**10-16** Media Analysis Reference page Due
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<td>Sight Unseen: Chapter 8</td>
<td>In-Class writing Assignment 4 on Chapter 8, Kaschak</td>
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<td>10-18</td>
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<tr>
<td>WEEK 10</td>
<td>Stereotyping, Prejudice, and Discrimination</td>
<td>Review Past Readings and Reflect on the impact of what you have read and discussed in this class</td>
<td>Reflection Paper 6 on what has changed in you?</td>
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<td>10-23</td>
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<tr>
<td>WEEK 10</td>
<td>Stigma and Identity</td>
<td>Jones: Chapter 7</td>
<td>Quiz 5 (Chapter 7, Jones)</td>
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<td>10-25</td>
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<tr>
<td>WEEK 11</td>
<td>Stigma and Identity Continued…</td>
<td>Jones: Chapter 7</td>
<td>In-Class writing Assignment 5 on Chapter 7, Jones</td>
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<td>10-30</td>
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<tr>
<td>WEEK 11</td>
<td>Double Blind: Gabriel</td>
<td>Sight Unseen: Chapter 9</td>
<td>In-Class writing Assignment 6 on Chapter 9, Kaschak</td>
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<td>11-01</td>
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<td>WEEK 12</td>
<td>Blind Citizenship Classes: The Mirror Does Not Reflect</td>
<td>Sight Unseen: Chapter 10</td>
<td>Reflection Paper 7 on Chapter 10, Kaschak due Small Group Discussion</td>
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<td>11-06</td>
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<tr>
<td>WEEK 12</td>
<td>Not Seeing Is Also Believing</td>
<td>Sight Unseen: Chapter 11</td>
<td>Reflection Paper 8 on Chapter 11, Kaschak due Small Group Discussion</td>
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<td>WEEK 13</td>
<td>Reducing Prejudice</td>
<td>Jones: Chapter 8</td>
<td>In-Class writing Assignment 7 on Chapter 8, Jones Quiz 6 (Chapter 8, Jones)</td>
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<td>11-13</td>
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<tr>
<td>WEEK 13</td>
<td>Reducing Prejudice The case of Affirmative Action</td>
<td>“10 Myths about Affirmative Action” Article on Canvas</td>
<td>In-Class writing Assignment 8 on “10 Myths…” due Quiz 7 (Affirmative Action)</td>
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<td>11-15</td>
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**11-15** INTERVIEW **PAPER** DUE
<table>
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<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignments and Quizzes Due</th>
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</thead>
<tbody>
<tr>
<td>WEEK 14</td>
<td>Impacts of direct contact</td>
<td>Read your interview</td>
<td>In-Class writing Assignment 9 on impacts of doing this interview</td>
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<td>11-20</td>
<td>with “the Other”</td>
<td></td>
<td>Small group Discussions</td>
</tr>
<tr>
<td>WEEK 14</td>
<td>Thanksgiving Holiday</td>
<td>No Class</td>
<td>Enjoy your Day!</td>
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<tr>
<td>11-22</td>
<td>No Class</td>
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<tr>
<td>WEEK 15</td>
<td>Interview Topics</td>
<td>Be ready to talk with your classmates on the topic</td>
<td>In-Class Writing Assignment 10 on how these interviews impacted you and your future</td>
</tr>
<tr>
<td>11/27</td>
<td>Discussions</td>
<td>of your interviews</td>
<td>attitude and behaviors towards “the OTHER Groups”</td>
</tr>
<tr>
<td>WEEK 15</td>
<td>POSTERS DUE</td>
<td>Poster Presentations</td>
<td>Reflection Paper 9 on your favorite Poster Topic Due (Not Yours!)</td>
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<td>11/29</td>
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<tr>
<td>WEEK 16</td>
<td>POSTERS DUE</td>
<td>Poster Presentations</td>
<td>In-Class Discussion on ways to reduce Stereotyping in daily life. Paper Preparation!</td>
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<td>12/04</td>
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<tr>
<td>WEEK 16</td>
<td>POSTERS DUE</td>
<td>Poster Presentations</td>
<td>Reflection Paper 10 on your favorite Poster Topic Due (Not Yours!)</td>
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<tr>
<td>12/06</td>
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<tr>
<td>WEEK 17</td>
<td>POSTERS DUE</td>
<td>Poster Presentations</td>
<td>Stereotype Reduction Paper Due on Monday, December 11th</td>
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<td>12/11</td>
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<tr>
<td>12-11</td>
<td>Stereotype Reduction Paper</td>
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<td>due on 12/11</td>
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<td>EXAM</td>
<td>FINAL: Scheduled for</td>
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<td>Wednesday, December 13th</td>
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