PSYC 191: Psychology of Prejudice
Section 02 – Schedule #41090
Fall 2017

Course and Contact Information

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Leslye M. Tinson, M.S. – Lecturer of Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone:</td>
<td>(408) 924 - 6596 Email is strongly preferred</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:Leslye.Tinson@sjsu.edu">Leslye.Tinson@sjsu.edu</a></td>
</tr>
<tr>
<td>Office Location:</td>
<td>DMH 232</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Mondays and Wednesdays, 1:30-2:30pm</td>
</tr>
<tr>
<td>Class Days/Time:</td>
<td>Tuesdays, 6:00 pm – 8:45 pm</td>
</tr>
<tr>
<td>Classroom Location:</td>
<td>DMH 353</td>
</tr>
<tr>
<td>GE Category:</td>
<td>Area S: Self, Society &amp; Equality in the U.S.</td>
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</tbody>
</table>

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. 3.0 semester units.

Course Prerequisites:
1. Passage of the Writing Skills Test (WST) or English/LLD 100A with a C or better (not C-)
2. Completion of core GE
3. Upper division standing
4. Completion of, or co-registration in 100W
Required Textbook and Materials
(This book is available as an e-book through MLK Jr. Library – student login required)

Testing Supplies: Students will need 3 Scantron Form 882E and a #2 pencil for exams.

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

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


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.

Program Learning Outcomes (PLO)
Upon successful completion of the psychology major requirements...

1. 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.
2. 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.
3. 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.
4. PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
5. PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

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, and who attend class regularly perform best. The value of your presence in class and participation in the class really enriches the learning experience for everyone.

**Sensitive Course Content**

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

**Recording**

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

**Course Assignments**

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

**Quizzes (3) – 20 points each**

Quizzes will be conducted to assess student’s knowledge of course related terms and theories. Quizzes may include multiple-choice and short answers questions. Bring a Scantron Form 882E for the quizzes.

**Discussion forums (2) – 20 points each**

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

**In-class activities (10) – 5 points each**

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

**Writing Assignments (4) - 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 by the due date. Complete details and instructions about writing assignments are posted on Canvas.

Total Grade: 250 points total course grade

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

Credit: 175 points or more (70%)  No Credit: 174 points or less

Determination of Grades

- Add up the points in the required areas, up to the max points in that category (see Assignments section of the syllabus).
- Final letter grades are not rounded up.
- Except in the case of an instructor clerical error, all grades submitted to the Registrar are final and cannot be changed after the semester ends.
- Grades of Incomplete are only approved in the rare circumstance of which a student, who is currently passing the class, has completed over 80% of the coursework, and is unable to finish due to an unforeseen emergency.

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, earbuds, or web surfing, etc. during class time.
3. Be willing to provide a different opinion, and to listen to others varying viewpoints. (See Diversity policy below)
4. I prefer that laptops be used solely for e-book access only (at times permitted by instructor). Students who violate this policy will be asked to discontinue the computer use during class. During discussions, no laptops are allowed unless approved by the instructor. The only exceptions are for disability accommodations.
5. If a behavioral disruption arises, the instructor will ask the student to leave class for the day, and will setup a meeting prior to the student being allowed to return to class.
6. Cheating and plagiarism will not be tolerated. College rules regarding discipline for academic integrity violations will be followed, including notifying the Psychology Department Chair and the Dean of Social Sciences. (See Academic Integrity Policy below)
7. I expect students to take risks, try hard and do their best. Having a positive attitude will go a long way! Please see me or ask questions in class.

**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, across campus and our society at large.

**Office Hours and Email**

- I expect students to come to see me during office hours if they are having difficulty with course material and assignments.
- Please use proper decorum when sending emails. Please do not expect an immediate response. I will do my best to reply to your emails within 48 hours (during the week), but I am teaching multiple courses and this timeframe of response may not always be possible.

**A special note about Email etiquette**

- Please use kind words and maintain a respectful tone in your emails to me.
- Please avoid emailing me when you are upset or frustrated.
- Please avoid accusatory language, use of emoticons, or any other language that may be interpreted as rude, condescending, harassing or inappropriate to the instructor.
- If your email is disrespectful, demeaning or disruptive, I will refer it to the psychology department chair and/or College Dean for further action. Additionally, I will also ask you to refrain from emailing me further until we have scheduled a meeting to discuss in person.

**ALWAYS include “PSYC 191” in the subject line of the email. Example emails are below:**

<table>
<thead>
<tr>
<th>Dear Professor Tinson:</th>
<th>Hi Ms. T:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am in your Psyc of Prejudice class. I have a question about tomorrow’s exam. Can you help me understand implicit bias?</td>
<td>I would like to meet but can’t attend your scheduled office hours. Can we setup an alternate time? I’m available Tuesday and Wednesday 3-5pm.</td>
</tr>
<tr>
<td>Thanks, Jane Smithsonian</td>
<td>Sincerely, Matt Washington</td>
</tr>
</tbody>
</table>
Academic Integrity Policy

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

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

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

Student Absences & Late Work

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

- In-class activities cannot be made up if absent.
- I will accept writing assignments up to 1 week late (excluding the final paper), with minimum of 5 late points reduced. This means if it is due on 9/14, your late extension would be 9/21. After that time, NO late assignments will be accepted. To get the maximum opportunity for full points, students should submit on time.
- 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 Withdrawal Policy

It is the student’s responsibility to ensure their course schedule is accurate and that they are enrolled in the correct course. Students must attend classes prior to the University's last day to drop without W, or they may be dropped from the roster by the instructor. After the drop deadline, if a student wishes to drop the course, they must petition to the instructor for a withdrawal. Withdrawals will result in a “W” on the student’s transcript. Course withdrawals are typically only approved for serious reasons (i.e. medical emergency, etc.). The department does not typically approve withdrawals for students who simply stopped attending class or for poor academic performance.
**Important University Dates and Deadlines**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Instruction begins</td>
<td>Wed, August 23</td>
</tr>
<tr>
<td>Labor Day</td>
<td>Mon, Sept 4</td>
</tr>
<tr>
<td>Last day to Drop w/o “W”</td>
<td>Wed, Sept 6</td>
</tr>
<tr>
<td>Last day to add late</td>
<td>Wed, Sept 13</td>
</tr>
<tr>
<td>Census</td>
<td>Thurs, Sept 21</td>
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<tr>
<td>Veteran’s Day</td>
<td>Fri, Nov 10</td>
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<tr>
<td>Thanksgiving recess</td>
<td>Wed, Nov 22- Fri, Nov 24</td>
</tr>
<tr>
<td>Last day of instruction</td>
<td>Mon, Dec 11</td>
</tr>
<tr>
<td>Study Day</td>
<td>Tues, Dec 12</td>
</tr>
<tr>
<td>Final exams</td>
<td>Wed, Dec 13 – Wed, Dec 20</td>
</tr>
<tr>
<td>Grades due</td>
<td>Fri, Dec 22</td>
</tr>
</tbody>
</table>

**University Policies (available online)**

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

**Final Examination**

The final exam for our course is Exam 4. It is not weighted any heavier than any other exam in our class, and will cover the course material since Exam 3. **The final exam for our class will be administered in-person on: Tuesday, December 19, 2017 at 6:00pm – 8:00pm in DMH 353.**

If a student has 3 different classes with final exams scheduled for the same day, the student may contact me for rescheduling to another day, based on the SJSU final exams policy. Those exams will occur on Wednesday, December 20.
# PSYC 191 Course Schedule

*This schedule is subject to change. Changes will be announced in class and posted on Canvas.*

<table>
<thead>
<tr>
<th>DATE</th>
<th>Classroom Topics</th>
<th>Readings Due before class</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| Tuesday, 08/29/17 | Welcome to PSYC 191  
Syllabus Review, Enrollment  
Getting to know you  
Film: Psychology of prejudice | Read the course syllabus                                                               | Submit 191 intro survey                                  |
| Tuesday, 09/05/17 | Discussion: Creating a safe classroom environment  
Activity: Insiders/Outsiders  
Film: Race: An illusion | Read Preface & Chapter 1                                                               | Submit Writing Assignment #1 to Canvas – My diversity status |
| Tuesday, 09/12/17 | Key Concepts of Prejudice  
Defining stereotypes, prejudice, discrimination  
Research methods  
White privilege  
Activity: What is whiteness? What is an ethnic minority? | - Read Chapter 2  
- Read “White privilege, male privilege” (McIntosh, 1989)  
- Read “Top ten differences between white terrorists and others” (Cole, 2010) | Submit to Discussion forum #1 (after class)                |
| Tuesday, 09/19/17 | Historical Perspectives on Race in the U.S.  
What does it mean to be an American?  
Civil Rights movement  
Challenges of Diversity  
Activity: Identity – Social role theory | - Read Chapter 3  
- Read “American=White?” (Devos & Banaji, 2005) | Discuss the forum #1 deadline – Identity debrief          |
| Tuesday, 09/26/17 | Personality and Individual Differences  
Social dominance theory  
Overt vs. Covert prejudice  
Blatant vs. Subtle prejudice  
Activity: Subtle prejudice | Read Chapter 4 | Discuss the forum #1 deadline – Identity debrief          |
| Tuesday, 10/03/17 | 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 | Quiz 1 in class                                            |
| Tuesday, 10/10/17 | Social Identity, Roles and Relations  
Social identity theory  
Identity development and formation  
Activity: The Diversity Shuffle | Read Chapter 6 | Submit Writing Assignment #2 to Canvas – In-groups and out-groups |
| Tuesday, 10/17/17 | Implicit Bias  
Is Bias in the Brain?  
Implicit Association Test (IAT)  
Activity: Social media | Read Chapter 7 | Submit Writing Assignment #3 to Canvas – Implicit bias     |
| Tuesday, 10/24/17 | Stereotype Threat  
Coping and Adapting to Stigma and Difference  
Stereotype threat  
Activity: Nonverbal communication | Read Chapter 8 | Submit Writing Assignment #3 to Canvas – Implicit bias     |
<p>| Tuesday, 10/31/17 | Film: Spike Lee’s <em>Do the Right Thing</em> &amp; Discussion | | |</p>
<table>
<thead>
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<th>Classroom Topics</th>
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<tbody>
<tr>
<td>Tuesday, 11/07/17</td>
<td><strong>Intergroup Interactions</strong>&lt;br&gt;Contact theory&lt;br&gt;Activity: Gender stereotypes</td>
<td>Read Chapter 9</td>
<td></td>
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<tr>
<td>Tuesday, 11/14/17</td>
<td><strong>QUIZ 2</strong>&lt;br&gt;Cultural Diversity&lt;br&gt;Activity: Physical Appearance Categorization</td>
<td>Read Chapter 10</td>
<td>Quiz 2 in class</td>
</tr>
<tr>
<td>Tuesday, 11/21/17</td>
<td><strong>Social Roles and Power</strong>&lt;br&gt;Who’s got the power?&lt;br&gt;Dr. Sue’s lecture on Microaggressions&lt;br&gt;Activity: Microaggressions</td>
<td>Read Chapter 11</td>
<td>Submit discussion forum #2 to Canvas (after class)</td>
</tr>
<tr>
<td>Tuesday, 11/28/17</td>
<td><strong>Institutional Bias</strong>&lt;br&gt;Our Schools, our criminal justice system, our housing and our banks</td>
<td>Read Chapter 12</td>
<td>Discussion forum #2 due - Microaggressions</td>
</tr>
<tr>
<td>Tuesday, 12/05/17</td>
<td><strong>LGBT Rights and Activism</strong>&lt;br&gt;Film: Screaming Queens&lt;br&gt;Activity: Gay Rights Movement</td>
<td>Read Chapter 13</td>
<td></td>
</tr>
<tr>
<td>Tuesday, 12/12/17</td>
<td>Study Day – no classes or exams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday, 12/19/17</td>
<td><strong>FINAL EXAM PERIOD at 6pm – 8pm</strong>&lt;br&gt;<strong>QUIZ 3</strong>&lt;br&gt;What have we learned?&lt;br&gt;Course debrief</td>
<td></td>
<td>Quiz 3 in class&lt;br&gt;Submit Writing #4 on Canvas – Reflections/Diversity training</td>
</tr>
</tbody>
</table>