San Jose State University/ Department of Psychology
20964, Psychology of Prejudice, Section 2, Spring, 2018

Contact Information

Instructor: Dr. Neelam Rattan
Office Location: DMH 342
Telephone: (408) (924-5653)
Email: neelam.rattan@sjsu.edu
Office Hours: Tuesday & Thursday 12:00P.M-1:00 P.M.
Or by appointment
Office Hours End On 5/10/2018

Class Days/Time: Tuesdays & Thursdays 3:00 P.M.-4:15 P.M.

You are encouraged to see me during office hours or to contact me whenever a need arises. Please discuss with me any concerns you may have regarding our class as soon as possible (before the quiz, exam, etc.) & do not wait too long to see me.

Classroom: DMH 348

Prerequisites:

1. Passage of Writing Skills Test (WST) or ENGL /LLD 100 A with a C or better (C- not accepted)
2. Completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses
3. Completion of, or co-registration in 100W is strongly recommended
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.”

Faculty Web Page and MYSJSU Messaging (Optional)
You are responsible for regularly checking with the messaging system through MYSJSU and Canvas. Copies of the course materials such as the syllabus, lecture outlines, and review sheets can be found on Canvas. Homework assignments, instructions regarding assignments and announcements are posted on the homepage of this class so you are required to check this page daily.

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.

Learning Outcomes
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.

SJSU Studies (Area S) Learning Outcomes (LO)
One of the main goals of the 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.”

Therefore, in addition to achieving the abovementioned course objectives, students who
successfully complete this course shall be able to:

**Learning Objective # 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 and assignments used in assessment of this CLO:**
- Media watch analysis- Students will examine how media affects identities within the
society. They will be able to critically analyze media influences in their paper.

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

**Activities and assignments used in assessment of this CLO:**
1. Interview assignment- Students will interview a person who has been target of
prejudice and discrimination. Students will critically evaluate and examine the
responses of their interviewee by referring to the various processes outlined in
this objective.

2. In-class discussion on Examining Privilege -- Students’ engagement in an in-
class discussion on examining privilege will also be used to assess this learning
objective. This activity will help students learn about the interaction between race
and gender, power and oppression, as they become familiarized with the
intersectional privilege. This awareness will be further enhanced by watching a
movie online on privilege.

**Learning Objective # 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 and assignments used in assessment of this CLO:**
1. Debate on Affirmative Action- Students will be provided with reading material
on Affirmative Action and myths regarding Affirmative Action. They will be
divided into groups and each group will come up with pro and con arguments
regarding this issue.

2. In-Class Discussion based on Peggy McIntosh’s article and Beverly Tatum’s
article

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

**Activities and assignments used in assessment of this CLO:**
1. Critiquing Kavita Ramdas’s TED talk

**Course Content Learning Outcomes**
All courses in Area S of SJSU studies must include the following Content Objectives to promote the abovementioned student learning outcomes:

**Content Objective# 1: Diversity**- Issues of diversity shall be incorporated in an appropriate manner.

**Activities and assignments used in assessment of this Content Objective:**
1. **In-class activity**- Students will be asked to critically examine the phenomenon of diversity in the Bay Area. They will be asked to delineate whether diversity in the Bay area makes prejudice and discrimination more likely. They will also assess if diversity in the bay area is leading to a subsequent reduction in prejudiced and discriminatory behavior.
2. **In –class discussion on Diversity Issue: Accents.**

**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 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.

**Activities and assignments used in assessment of this Content Objective:**
Interview Report, Media- watch analysis, online writing assignments and papers – Students’ performance on all of these writing assignments will be used to assess this content objective. Students are highly encouraged to seek the instructor’s feedback regarding these writing assignments so that they can improve their writing skills.

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

**Activities and assignments used in assessment of this Content Objective:**
1. **In-class Debates and Discussions**- Debate on Affirmative Action will be used to assess students’ understanding of these crucial issues and their impact on society.

**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.

**Activities and assignments used in assessment of this Content Objective:**
In-class completion of Values and Ethics activity.

In-class Discussion Students will participate in an in-class discussion activity titled “Promoting Respect in Civil Discourse.”

In class group activities, role play exercises will also be conducted to assess this objective.

***NOTE: All Area S Learning and Content Objectives will also be assessed through the Pre and Post assessment tests given at the beginning and end of the course. Students’ performance on these tests will be used only to measure whether or not these objectives were met.***
Explanation of how Pre/ Post Assessment tests will be used in Assessment of Area S Learning and Content Objectives

Pre/Post Assessment Test-Further to assess these four Learning Objectives, multiple-choice items designed to measure students’ understanding of the various processes outlined in each of these learning objectives will be included in the pre /post assessment tests. Their scores will not be used in computing their final grade.

Student ratings -- In the Post-Assessment test, students will also be asked to rate (on a likert- type scale) the extent to which they believed each Learning and Course Objectives was met.

Student opinions of how course activities/assignments related to Content and Learning Objectives-- Students will also be asked to indicate which course activity/assignment they found to be most relevant to each learning/content objective, and also to discuss why they thought it was effective or ineffective in meeting the goals of each objective.

Program Learning Outcomes (PLO)

Upon successful completion of this course students will be able to …

- **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.

Specific Learning Outcome

Prejudice primarily involves the holding of negative attitudes towards members of specific social groups. It is a pre-judgment of individuals, whereas discrimination is negative actions towards the groups that are the targets of prejudice. Hence, the purpose of this course is to explore the psychology of prejudice and discrimination in the U.S., to study the psychological factors involved, and their related effects on both individuals and groups. Issues relating to those who hold prejudiced attitudes and those who are the targets of such attitudes will be studied, both from theoretical as well as experiential perspectives. Prejudice relating to race, ethnicity, gender, sexual orientation, age etc. will also be examined.
The student’s learning outcomes for completion of the Psychology of Prejudice are as follows:

- Students will be able to 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, sexual orientation, age abilities, etc.
- Students will be able to recognize and describe the underlying psychological processes which, in conjunction with societal forces, lead to the development of prejudice.
- Students will also be able to apply critical thinking skills to identify and analyze prejudicial beliefs and behaviors.
- Students will be able to articulate the effects of prejudice in their own experiences.
- Additionally, 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):

- The underlying psychological processes of prejudice and discrimination
- The development of prejudice
- Stereotypes and their formation, purpose, and how these may possibly contribute to the genesis and maintenance of:
  - Racism
  - Sexism
  - Prejudice against gays and lesbians
  - Prejudice against people with disabilities
  - Prejudice against the elderly
  - Classism
  - Prejudice based on body size

Textbooks

Suggested Readings:

Useful Websites

1. [UnderstandingPrejudice.org](http://UnderstandingPrejudice.org)
2. [http://www.reducingstereotypethreat](http://www.reducingstereotypethreat)
4. Owl APA style resource: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

Other equipment / material requirements

882e Scantrons
Regular and reliable access to a computer and internet connection that can support typical multimedia applications (e.g., streaming audio/video).

Course Requirements and Assignments

1. **Participation**: Since this is in part an experiential class, attendance and participation is crucial to your overall grade performance. Each time you are absent, your participation in class will go down, resulting in lowering of your grade. Many classroom activities and discussions will supplement the reading and students are responsible for all material, assignments and explanations, given in class and posted online on canvas. A list of activities that will be graded for in-class participation points are as follows:
   - Participating in discussions based on viewings of videos on homophobia and ageism, Eye of the Storm, Killing us Softly Part Four.
   - Critiquing Kavita Ramdas’s TED talk.
   - In-class participation in the debate on Diversity in the Bay Area.
   - Take the online IAT test.
   - In-class participation in the debate on Affirmative Action.
   - In-class formation of Interview & Media groups.
   - Discussion on Diversity Issues: Accents; Promoting Respect in Civil Discourse
   - Asking questions, answering questions, sharing of viewpoints. This is worth **70 points**.

2. **Activity / Assignments**: This course entails providing a suitable environment for exploring ideas. Many controversial issues will be discussed, you will be presented with a plethora of information, and you are to examine the information in a matured and thoughtful manner.
Each student will participate in two activity assignments namely- **individual interview and media watch analysis**. These two assignments will be organized around the spheres (“isms”) which we are investigating in the class, i.e. race, gender etc.

Each student must choose one sphere for the interview assignment and a different sphere for the media-watch analysis. For example, if you have chosen to interview a person with a disability, you may choose to undertake the media-watch analysis on the issue of race. This will enable each student to actively learn about the different spheres of prejudice.

**Individual Interview Assignment:** Your assignment is to choose someone from a target group to interview about their personal experiences with prejudice, discrimination, inequality etc. The interview should focus on their perspective as a target group member, e.g. a person of color, or a gay/lesbian person, or a person with a multiracial identity etc. You will be provided with details of conducting a good interview, in the class. A brainstorming session will be held in the class to come up with appropriate interview questions. Students will be grouped together based on the particular sphere they choose for the interview. For example, all students choosing to interview someone about their experiences with prejudice as a person with a disability will be grouped together. Each group created will submit the questions to me prior to the interview. 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 the permission from the person being interviewed) and review it later.

An 8-10 page typed report having a minimum word count of 3000 words, of the interview and your reactions has to be turned in. For this assignment, you are to find five relevant journal articles from peer-reviewed journals. You should include discussion of these relevant articles in the Introduction and/or Discussion sections of your interview paper. The written report should include the following sections and will be worth **55 points:**

**Introduction**—should explain who you choose and why; his/her relationship with you. Also discuss the relevance of any other socio-demographic variables that may have contributed to any prejudice/discrimination your interviewee has experienced.

**Methodology** – this includes setting, procedures, etc.; who was present; whether you taped, took notes, etc. Any unusual aspects e.g. their sister joined 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 in a in a question/response format). Also include yours and the subject’s responses to the interview, include your emotional responses as well as your cognitive responses.

**Discussion** – This paper must contain at least 5 references from empirical articles to support your findings. These articles must come from peer-reviewed journals. Discuss class readings and/or class lectures about prejudice and their relevance to your findings in this interview.

**Work Cited Page**– Cite references as per the APA format.

**Interview Report is due on 2/27/2018, a hard copy to be turned in class and a copy to be dropped in the assigned Dropbox on canvas.**
**Media-watch analysis:** You and your group will observe and record how people from the sphere you choose to investigate are portrayed in the media; i.e. television, movies, music, news, magazines, etc. This will be further explained in class. Each group will perform planned observation. Each group will use 3 scholarly articles for your media analysis. Each group will prepare PowerPoint presentation which will include:

- Methodology and Findings
- Summaries of 3 scholarly articles in support of findings.

This assignment is worth **35 points**. Although this will be a group assignment, individual points will be based on individual work performance to avoid social loafing and felt dispensability.

**Dates for media-analysis group presentations are:** 4/10; 4/12; 5/1; 5/3; 5/8; 5/10.

**Assignment “Examining Efficacy of Strategies Adopted for Prejudice Reduction” Self-Exploratory Paper:** This assignment is worth **15 points**. Students will examine their own stereotypes and prejudices toward another social group. They will explain how these prejudices developed and come up with three to four strategies they believe would be successful in countering their negative stereotype and prejudice, and explain why these strategies would be effective. Further details about writing this paper will be provided in class. **This assignment is due on 5/8/2018.**

**Pretest and Posttest Assessment (10 Points):** There will be a Pretest in the beginning of the semester on **1/30/2018** and a Posttest at the end of the semester on **5/8/2018**. You are required to take both the assessment tests. However, these will not be graded.

3. **In-class Exams:** There will be two class exams worth 50 points each and a Final exam worth 50 points. **Each class exam and the final exam will be closed-book exam and comprise of 50 multiple-choice questions. For all the exams, each question will be worth 1 point.**

   **First Exam will be held on 2/22/2018.**

   **Second Exam will be held on 3/22/2018.**

   **Final Exam will be held on 5/18/2018 from 2:45 P.M.-5:00P.M. in DMH 348.**

**Grading Policy**

**GRADING DETAILS:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Class Exams</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
</tr>
<tr>
<td>Interview Report</td>
<td>55</td>
</tr>
<tr>
<td>Media-Watch Group Presentations</td>
<td>35</td>
</tr>
<tr>
<td>Participation</td>
<td>70</td>
</tr>
<tr>
<td>Strategies for Prejudice Reduction</td>
<td>15</td>
</tr>
<tr>
<td>Pre/Post Test (5 points each)</td>
<td>10</td>
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</tbody>
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Values & Ethics Activity                                      15
Total Possible Points                                         350

Grading Scale:
A+ = 338-350        B+ = 303-313        C+ = 268-278        D+ = 233-243
A- = 314-323        B- = 279-288        C- = 244-253         D- = 209-218
F = 0 -268

Points to be noted:

➢ To receive complete credit on your papers, you must pay careful attention to
   grammar, spelling, sentence construction etc.

➢ All the written assignments are to be proof-read paper before being turned in and
   checked for Punctuation, Grammar, Spellings. Your papers are to be typewritten,
   double-spaced, 12 pitch-font, one-inch margins, using Times New Roman font.
   On a sheet attached to the front of all your papers, Title of your paper, your
   Name, Course, Course Number, Semester/Year, and Due Date are to be included.
   Written work should follow the guidelines described in the American
   Psychological Association Publication Manual (6th Ed.). For some assignments
   students may be required to upload their work to Turnitin.com to ensure that
   material is not plagiarized. In case of material being found to be plagiarized the
   student will be accorded a failing grade (F). The student will also be referred to
   the Office of Student Conduct and Ethical Development for further action.

➢ Papers handed in late will lower your grade by five points for each day late.

➢ Assignments which are more than three weekdays late will not be accepted. There
   will be no exceptions to this and the assignments will be submitted personally. No
   credit will be awarded for emailed assignments.

➢ This course will follow this syllabus to the extent possible. However timing and
   specific nature of topics and activities may change, these changes, will be clearly
   stated and mentioned in class. You are responsible for noting down any changes
   made to the class syllabus.

➢ Extra credit will not be given.

Make-up Policy:
A make-up or extension on a course requirement will be given under extraordinary and
well-documented circumstances. Where such circumstances exist, it is your
responsibility to notify me by leaving me a voicemail or email message including your
name and telephone number as soon as possible and no later than two (2) days before
the scheduled Exam/Quiz date. APPROPRIATE WRITTEN DOCUMENTATION (e.g.,
a physician’s note) WILL BE REQUIRED FOR A MAKE-UP TO RECEIVE THE
FULL MAKE-UP CREDIT. If you are not able to obtain such documentation and you
have a serious and extenuating circumstance that has prevented you from fulfilling a requirement as scheduled, notify me as soon as possible. Depending on the circumstances, you may be allowed a make-up. However, a make-up without appropriate written documentation will result in partial credit (i.e., points will be deducted). If you have questions about this policy, please see me.

**Attendance:** Attending lectures is of prime importance for your success in the course. You are expected to be regular in your attendance. However attendance per se shall not be used as a criterion for grading according to Academic Policy F-69-24.

**About Canvas:**
Our course, Psych 191, will be using San Jose State’s online learning management system Canvas for the upcoming semester. The course Canvas site is an online resource supplement for this course. This site will be updated regularly throughout the semester. This site contains:

- Discussion Board (Course Announcements, student questions)
- Links to webpages that will be of use to you throughout the course
- PowerPoint slides
- Handouts and articles
- Dropbox for Assignment submission
- Assignment feedback from instructor
- Grade roster

**Login URL:** [https://sjsu.instructure.com](https://sjsu.instructure.com)

Please note that it should NOT have the “www” at the start of the URL like many other websites.

**Username:** SJSU 9-digit ID number.
**Password:** Self-generated password for your SJSUOne account

**Courses:** Once logged into Canvas, you will see your course or courses listed in the Courses Heading on the top of the page. From the dropdown menu, click on the course name, and you will be entered into the course. Note: That link will not be active until the start date of the course.

**It is recommended that you visit the eCampus Canvas website at** [http://www.sjsu.edu/at/ec/canvas/](http://www.sjsu.edu/at/ec/canvas/). This website offers a number of Quick Start Learning Guides to help you navigate Canvas tools. Also, detailed guides can be found at [http://guides.instructure.com/](http://guides.instructure.com/).

For questions regarding the course or course materials, please contact me, the instructor.

**For issues related to Canvas, please contact the eCampus Help Desk.** The Help Desk can give technical support for issues encountered in Canvas Courses.
Classroom Protocol

Specific Class Policy on Etiquette
In this class you are expected to be prepared by doing all of your class readings and assignments both in class and online. You are expected to be active participants by asking questions, taking notes, and also by interacting with your peers. Classes will comprise of lectures, in-class activities, online activities utilizing online mode of delivery of lectures, class material, instructions.

Special Note:
➢ If you miss a class, you are responsible for getting the information covered. It is not the responsibility of the instructor to update students on content they missed in class. You are responsible for all information and announcements made in class.
➢ It is vital that you complete all scheduled readings and assignments before each class.
➢ Do not talk, read, or eat during class.
➢ Please arrive to class on time. If you must arrive late or leave early, please do so quietly and with a minimum of distraction. Please inform me before-hand via email if you will not be in class.
➢ Please refrain from doing homework of other classes or preparing for an exam for another class while attending this class.

Cell Phones as well as other electronic devices

Please turn off (not on vibrate) all cell phones, pagers, any other electronic devices before entering the classroom. If found texting during the lecture you may be asked to leave for the remainder of the lecture.

ON TEST DAYS, be sure to turn off and put away your cell phone and take care of any personal needs before entering the classroom. On test days, you will not be able to leave the classroom during a test & then return and continue taking the test. Also, be sure to have your SJSU ID CARD on test days in case I ask to see it.

Laptops
You may not use your laptops in class unless we are doing a particular assignment which requires a laptop. Laptop use is restricted to note-taking only. Connecting to the internet and using class time to check emails, visiting social networking sites, surfing the web will result in loss of laptop privilege for the remainder of the semester.
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 policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.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 serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Workload and Credit Hour Requirements

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 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.

Attendance and Participation

Attendance per se shall not be used as a criterion for grading. However, students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated. The full policy language can be found at http://www.sjsu.edu/senate/docs/F15-3.pdf

Accommodation to Students’ Religious Holidays

University Policy S14-7 states that 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.
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. Students should be aware of the current deadlines and penalties for dropping classes (Late Drop Information). Information about the latest changes and news is available at the Advising Hub.

Consent for Recording of Class and Public Sharing of Instructor Material
University Policy S12-7, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate 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. Such 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.”
- It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether 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."

Academic integrity
Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy F15-7 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. Visit the Student Conduct and Ethical Development website for more information.

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 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) to establish a record of their disability.
Student Technology Resources
Computer labs and other resources for student use are available in:

- Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall
- Academic Technology Computer Center at http://www.sjsu.edu/at/hd/ on the 1st floor of Clark Hall
- Associated Students Computer Services Center at http://as.sjsu.edu/ascsc/ on the 2nd floor of the Student Union
- Student Computing Services at http://library.sjsu.edu/student-computing-services/student-computing-services-center
- Computers at the Martin Luther King Library for public at large at http://library.sjsu.edu/reserve-studymeeting-room/computers-king-library
- Additional computer labs may be available in your department/college

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

**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](http://www.sjsu.edu/counseling) at [http://www.sjsu.edu/counseling](http://www.sjsu.edu/counseling).

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**Tentative Course Schedule for 45851, Psychology of Prejudice, Fall, 2017**

*Note: The schedule is subject to change with fair notice. You will be notified in class, as well as via email, and announcements posted on canvas.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/25</td>
<td>Thursday</td>
<td>Course Introduction</td>
<td>Read Syllabus Bring Scantron 882 E to next class for Pre-Test</td>
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<tr>
<td>1/30</td>
<td>Tuesday</td>
<td>Chapter 1 Defining Stereotypes and</td>
<td>Pre-Test</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Session Content</td>
<td>Activity</td>
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<tr>
<td>2/1</td>
<td>Thursday</td>
<td>Chapter 1 continued--- Early perspectives in Stereotyping Research, Social-cognition Paradigms</td>
<td>Interview Groups Formed</td>
</tr>
<tr>
<td>2/6</td>
<td>Tuesday</td>
<td>Chapter 2 Origin &amp; Maintenance of Stereotypes—Formation of stereotypes----categorization, ingroups, outgroups, Social Learning</td>
<td>Interview Groups Meet</td>
</tr>
<tr>
<td>2/8</td>
<td>Thursday</td>
<td>Chapter 2- Implicit theories, how &amp; why Stereotypes are maintained, theories regarding origins of Prejudice</td>
<td>Meet with groups Take IAT test</td>
</tr>
<tr>
<td>2/13</td>
<td>Tuesday</td>
<td>Chapter 3 Feeling vs. Thinking--Mood, incidental &amp; integral affect, cognition</td>
<td>Frame Interview Questions</td>
</tr>
<tr>
<td>2/15</td>
<td>Thursday</td>
<td>Chapter 3- IAT &amp; Priming measures examined, Stereotype Suppression</td>
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<tr>
<td>2/20</td>
<td>Tuesday</td>
<td>Read Peggy Mcintosh’s</td>
<td>In-class discussion</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>2/22</td>
<td>Thursday</td>
<td>Chapters 1, 2, 3 (Nelson text) Portion for First Exam</td>
<td>FIRST EXAM</td>
</tr>
<tr>
<td>2/27</td>
<td>Tuesday</td>
<td>Discussion on Derald Wing Sue’s article on Microaggressions</td>
<td>Interview Reports due to be dropped in Dropbox on Canvas &amp; a hard copy to be turned in class</td>
</tr>
<tr>
<td>3/1</td>
<td>Thursday</td>
<td>Chapter 4 The Prejudiced – Psychodynamic Perspectives, Religion, Need for Cognition, Need for Structure, Need for Cognitive Closure</td>
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<tr>
<td>3/6</td>
<td>Tuesday</td>
<td>Read Chapter 4 – Social Dominance Orientation</td>
<td>Explaining Media Assignment Form Media groups</td>
</tr>
<tr>
<td>3/8</td>
<td>Thursday</td>
<td>Chapter 5 Old Fashioned Versus Modern Racism—examining various forms of racism</td>
<td>Media groups meet in class</td>
</tr>
<tr>
<td>3/13</td>
<td>Tuesday</td>
<td>Chapter 5—Measures of Stereotyping &amp; Prejudice</td>
<td>Media groups meet in class</td>
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<tr>
<td>3/15</td>
<td>Thursday</td>
<td>Chapter 6 Experiencing</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Chapter(s)</td>
<td>Lecture Details</td>
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<tr>
<td>3/20</td>
<td>Tuesday</td>
<td>Chapter 6—Intergroup Interactions, Metastereotypes, Attributional Ambiguity, Perceived controllability of Stigma</td>
<td>Media groups meet in class</td>
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<tr>
<td>3/22</td>
<td>Thursday</td>
<td>Chapters 4,5,6, --Portion for Second Exam</td>
<td><strong>SECOND EXAM</strong></td>
</tr>
<tr>
<td>4/3</td>
<td>Tuesday</td>
<td>Chapter 7—Origins of Ageism, positive stereotypes, Maintenance of Ageism</td>
<td>Watch a Video on Ageism &amp; Homophobia</td>
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<tr>
<td>4/5</td>
<td>Thursday</td>
<td>Chapter 7—Juvenile Ageism, Age Discrimination, ageism in the helping professions, pseudo-positive attitudes.</td>
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<tr>
<td>4/10</td>
<td>Tuesday</td>
<td>Chapter 7 Ageism-Prominence of Age as a Variable in Social Perception, Intergenerational Contact, Cross-</td>
<td>Media Group Presentations</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Activity Details</td>
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<tr>
<td>4/12</td>
<td>Thursday</td>
<td>Chapter 8 – Sexism-Gender Stereotypes, their origin</td>
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<td>Media Group Presentations</td>
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<tr>
<td>4/17</td>
<td>Tuesday</td>
<td>Chapter 8 - Accuracy of Gender Stereotypes, Sexist Language, Sexist Humor.</td>
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<td>Watch Kavita Ramdas ’s TED</td>
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<tr>
<td>4/19</td>
<td>Thursday</td>
<td>Chapter 8 – Types of Sexism, effects of Sexism on Women, Gender Discrimination, Job Opportunities, Examining Glass Ceiling &amp; Maternal Wall</td>
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<td>Watch video “Killing us Softly” Part Four &amp; complete assignment based on this video &amp; Chapter material</td>
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<td>4/24</td>
<td>Tuesday</td>
<td>Read Affirmative Action Myths</td>
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<td>In-class debate and discussion</td>
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<td>4/26</td>
<td>Thursday</td>
<td>Chapter 9 Reducing Prejudice-Contact Hypothesis, Sherif’s Study.</td>
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<td>Watch the video” Eye of the Storm”</td>
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<td>5/1</td>
<td>Tuesday</td>
<td>Chapter 9—Common Ingroup Identity, Confrontation Technique, Jigsaw Classroom, Education,</td>
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<td>Media Group Presentations</td>
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<td>Date</td>
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<td>Activity</td>
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<td>5/3</td>
<td>Thursday</td>
<td>Diversity Issue: Accents Examined</td>
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<td>Chapter 9-Color-Blind &amp; Multicultural Approaches, Functional Approach, Normative Influence, Self-Regulation</td>
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<td>Media Group Presentations Complete activity on Values and Ethics online</td>
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<td>5/8</td>
<td>Tuesday</td>
<td>Take the Post Test</td>
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<td>Media Group Presentations Examining the Efficacy of Strategies adopted for prejudice reduction due Today</td>
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<td>5/10</td>
<td>Thursday</td>
<td>Study guide review</td>
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<td>Media Group Presentations</td>
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<td>12/18</td>
<td>Friday</td>
<td>Final Exam</td>
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<td>2:45P.M.- 5:00P.M.</td>
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<td>DMH 348</td>
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