San José State University
Psychology Department
Psyc 191, Psyc of Prejudice, Section 04, Spring 2018

Course and Contact Information

Instructor: Arlene G. Asuncion, Ph.D.

Office Location: DMH 322

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Email: Arlene.Asuncion@sjsu.edu

NOTE: When contacting me by email, please put “PSYC 191” in the subject line

Office Hours: MW 11:30 – 12:30 and by appointment

Class Days/Time: MW 1:30 – 2:45 pm

Classroom: Clark Hall 117

Prerequisites:

1. Completion of Core GE
2. Satisfaction of the Writing Skills Test (WST)
3. Upper division standing (60 units)
4. Completion of, or co-registration in, 100W
5. Completion of course in Introductory Psychology

GE/SJSU Studies Category: AREA S of SJSU Studies

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 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 class. The site will be updated regularly throughout the semester. This site contains:

- Syllabus and tentative course schedule
- Discussion Board (Course announcements, student questions)
- Assignments/Paper topics

It has been a long-standing policy of mine NOT TO POST LECTURE NOTES/SLIDES or to email my lecture notes to students. Therefore, IT IS YOUR RESPONSIBILITY to get the lecture notes from one of your classmates if ever you miss class for any reason.

Also, I WILL NOT use the Course Canvas site to post students’ grades.

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 loggin 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.

MYSJSU Messaging

You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn of any updates.

Course Description

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, age, and sexual orientation.

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.

Prerequisites for the course are: 1. Completion of Core GE; 2. Satisfaction of Writing Skills text (WST); 3. Upper division standing (60 units); 4. Completion of, or coregistration in, 100W; and 5. Completion of Psyc 1 (General or Introductory Psychology).

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.

*** 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.

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 (Tunnel of Oppression activity/paper—Spring semesters only)** -- Students’ reflections about and responses to questions about their visit to the “Tunnel of Oppression” will also be used to assess this objective. As described earlier in the greensheet, this particular activity is specifically designed to increase students’ awareness of these processes and their impact on 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 of 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. It should also be noted that students are highly encouraged to seek instructor feedback regarding the major writing assignments in the course to help improve their writing skills.

**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 (Tunnel of Oppression activity/paper)** -- Students’ understanding of how the issues presented in the Tunnel impacts society 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 paper)** -- Students’ performance on the Reflection paper writing assignment 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: 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. Students’ scores will not be used in computing their final course grade.

Explanation of how Pre and Post Assessment tests will be used in Assessment of Area S Learning and Content Objectives

1. To assess Learning Outcomes 1-4, multiple-choice items designed to measure students’ understanding of the various factors and processes outlined in each learning objective will be included in the assessment tests. Students’ performance on questions specifically related to each learning objective will be identified. Students’ scores on these items at the beginning of the semester will then be compared with their scores at the end of the term to gauge whether taking this course increased their understanding of each of these processes.

2. To assess students’ understanding of whether or not the Learning and Content Outcomes were met, the following activities/measures will also be included in the assessment tests:

   a. 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 Objective was met.

   b. Student opinions of how course activities/assignments related to Learning and Content Objectives

      In addition to their ratings, students will be asked to indicate which course activity/assignment they believed to be most relevant to each learning/content objective and to describe why they thought it was effective or ineffective in meeting the goals of each objective. This activity will not only help to measure students’ understanding of the objectives and their goals, but it will also aid in making changes/modification/improvements to the course itself.

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**

**Textbook**

Nelson, T. D. *Psychology of Prejudice* 2\textsuperscript{ND} EDITION. Pearson.
ISBN: 9780558354947

Note: The text is available through the Spartan bookstore as a “loose” copy since the book is no longer in print. However, you may be able to find the text through Amazon or other book sources. The textbook is REQUIRED for the course.

**Course Requirements and Assignments**

“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.”
Your grade in the course will be based on the following:

1. Examinations (50 pts each. 3 exams = 150 pts total)

There will be 3 in-class exams and they will consist of 30 multiple choice questions and 2 short answer essay questions. Exams will be designed to measure your knowledge and understanding of the material discussed in lecture as well as your textbook. Each multiple choice question will be worth 1 point and the essay questions will be worth 10 points each. So each exam will be worth a total of 50 points. The final exam will not be cumulative and will be based only on the material covered after Exam 2.

You will need a SCANTRON 882E, a #2 pencil, and a good eraser for each exam. No bluebook is necessary.

NOTE: THERE WILL BE NO MAKE-UP EXAMINATIONS GIVEN.

2. Activity Assignments

Each student will participate in two activity assignments – individual interview and a media-watch 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 = 50 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 50 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 analysis (Individual reference page with justifications = 30 pts & Group Poster of findings = 20 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, or in print advertisements. 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;
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 justifications (worth 30 pts) -- 5 page 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.

3. In-class writing (10 pts). Several 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 writing (10 pts total). In addition to the in-class writing, you will be required to write two short papers (maximum 3 pages each). These include:

a. Stereotype reduction paper (5 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 9 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 paper (5 pts). In this paper, 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 liked/disliked about the course, things that you would like to have learned more about, etc. Maximum length of this paper is 3 typewritten double-spaced pages. This will be due about one week before the last class.
5. **Class participation (15 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.) **STUDENTS ARE STRONGLY ENCOURAGED TO SEEK INSTRUCTOR FEEDBACK ON THE MAJOR WRITING ASSIGNMENTS (Interview paper, Media analysis report) IN THIS COURSE.**

I would be happy to look over rough drafts of your papers and give you feedback about the content and quality of your writing to help you get the best grade possible on your writing assignments.

*** However, I can only give you meaningful constructive feedback if you give me your rough draft at least 1 WEEK prior to the paper’s due date! I cannot read and give feedback on drafts that are submitted to me right before the paper is due. Also, you need sufficient time to address any feedback and/or problems with your paper before it is due.

So to receive feedback on your papers, please plan ahead and give me your drafts early (see course schedule for rough draft turn-in dates) so you can take advantage of this opportunity to improve your papers.

3) **Papers handed in late will be lowered by one full grade for each day late (e.g. an A paper would become a B; a B paper would become a C, etc).**

4) 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 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.”

Final Examination or Evaluation
The date/time for the final exam in the course is listed on the course schedule. The final is NOT CUMULATIVE
and will only cover material after Exam 2. It will also be the same format as the other exams in the course (e.g.
30 multiple choice & 2 short essay type questions) and will be worth 50 points.

“There shall be an appropriate final examination or evaluation at the scheduled time in every course,
unless the course is on the official List of Courses in which a final is optional.”

Grading Information

Your final course grade will be based on the following assignments & grading scale:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Exams (50 pts each)</td>
<td>150</td>
<td>(53%)</td>
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<tr>
<td>Interview paper</td>
<td>50</td>
<td>(18%)</td>
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<tr>
<td>Media analysis reference page with Justifications (individual portion)</td>
<td>30</td>
<td>(10%)</td>
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<tr>
<td>Media analysis poster presentation (group portion)</td>
<td>20</td>
<td>(7%)</td>
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<tr>
<td>In-class writing</td>
<td>10</td>
<td>(3%)</td>
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<td>Out-of-class writing</td>
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<tr>
<td>stereotypes reduction paper</td>
<td>5</td>
<td>(2%)</td>
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<tr>
<td>Reflection paper</td>
<td>5</td>
<td>(2%)</td>
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<tr>
<td>Participation</td>
<td>15</td>
<td>(5%)</td>
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| Total possible points: 285                     |        |            |

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>279-285</td>
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<tr>
<td>B+</td>
<td>250-255</td>
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<tr>
<td>C+</td>
<td>222-227</td>
</tr>
<tr>
<td>D+</td>
<td>193-197</td>
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<tr>
<td>F</td>
<td>170&lt;</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>D</td>
<td>179-192</td>
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<table>
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<th>Points</th>
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<tbody>
<tr>
<td>A-</td>
<td>256-264</td>
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<tr>
<td>B-</td>
<td>228-235</td>
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<tr>
<td>C-</td>
<td>199-207</td>
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<tr>
<td>D-</td>
<td>171-178</td>
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<tr>
<td>F</td>
<td>170&lt;</td>
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</tbody>
</table>
NOTE: For upper division GE courses (R, S, V):
“Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.”

Classroom Protocol

Please practice the following guidelines to help the class run more smoothly as well as to limit the amount of distractions that occur.

1. Please **TURN OFF** all cell phones & **DO NOT TEXT** during class time. If you receive an important call/text during class, please step outside of the classroom should you need to respond.
2. Please REMOVE all head/ear phones during class. **DO NOT LISTEN TO MUSIC, SURF THE WEB, CHECK YOUR FACEBOOK, INSTAGRAM, TWITTER, ETC. during class time.**
3. If you arrive late, please come in as quietly as you can and sit in the back of the room.
4. If you have to leave early, please do so quietly and sit next to the door so you don’t distract other people.
5. Don’t talk when your instructor is speaking or when other students are asking questions.
6. **Please be respectful of other people’s experiences and comments even though you might not agree with what they are saying.**

USE OF LAPTOPS IN THE CLASSROOM

Laptops are permitted in the classroom for **NOTE-TAKING PURPOSES ONLY.** If you use a laptop to take notes, please sit at the back or on the sides of the classroom so that your screen will not be a distraction to the rest of the students in the class.

Use of laptops for any other purposes (e.g., non-class related activities like emailing friends or surfing the web) will not be permitted. Students not abiding by these guidelines will be asked to turn off their laptop and will not be allowed to bring it into the classroom in the future.

University Policies

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](http://www.sjsu.edu/gup/syllabusinfo/) at http://www.sjsu.edu/gup/syllabusinfo/”
### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>W 1/24</td>
<td>Introduction to class</td>
</tr>
<tr>
<td>2</td>
<td>M 1/29</td>
<td>Intro to study of stereotyping &amp; prejudice; Chapter 1; small group discussion on stereotypes/prejudice/discrimination, <strong>bring scantron 882e to next class (Thursday)</strong></td>
</tr>
<tr>
<td>2</td>
<td>W 1/31</td>
<td><strong>PRETEST ASSESSMENT</strong>; Chapter 1; begin thinking about whom you would like to interview</td>
</tr>
<tr>
<td>3</td>
<td>M 2/5</td>
<td>Origin &amp; maintenance of stereotypes; Chapter 2</td>
</tr>
<tr>
<td>3</td>
<td>W 2/7</td>
<td>Stereotyping con’t; Chapter 2; In-class writing #1 – Diversity in the Bay Area; Turn in target person identity of person you intend to interview</td>
</tr>
<tr>
<td>4</td>
<td>M 2/12</td>
<td>Stereotyping con’t; Chapter 2; Interview assignment reviewed (see description in syllabus &amp; handout on CANVAS); Interview groups formed &amp; meet to brainstorm interview questions; Each group turn in interview questions at end of class</td>
</tr>
<tr>
<td>4</td>
<td>W 2/14</td>
<td>Stereotyping con’t; Chapter 2; Revised discussion questions returned to interview groups; If interview questions approved, start interview process</td>
</tr>
<tr>
<td>5</td>
<td>M 2/19</td>
<td>Affect &amp; stereotyping; Chapter 3; OPTIONAL – turn in rough draft of interview paper for feedback</td>
</tr>
<tr>
<td>5</td>
<td>W 2/21</td>
<td>Video: Japanese internment camps; In-class writing #2 – Internment camps</td>
</tr>
<tr>
<td>6</td>
<td>M 2/26</td>
<td>Cognition &amp; stereotyping; Chapter 3</td>
</tr>
<tr>
<td>6</td>
<td>W 2/28</td>
<td>Review for Exam 1; INTERVIEW PAPERS DUE</td>
</tr>
<tr>
<td>7</td>
<td>M 3/5</td>
<td><strong>EXAM 1 – CHAPTERS 1-3</strong></td>
</tr>
<tr>
<td>7</td>
<td>W 3/7</td>
<td>Prejudiced personality; Chapter 4; Read &amp; bring in article “Myths of Affirmative Action” on course website for Tuesday, 10/6</td>
</tr>
<tr>
<td>8</td>
<td>M 3/12</td>
<td>In-class writing #3 – “Myths of Affirmative Action”</td>
</tr>
<tr>
<td>8</td>
<td>W 3/14</td>
<td>Discuss Media Watch assignment (see description in syllabus &amp; handout on course website) &amp; form media groups; Each group turn in 3 research questions/comparisons at the end of class</td>
</tr>
<tr>
<td>9</td>
<td>M 3/19</td>
<td>Modern theories of prejudice; Chapter 5; Media groups meet</td>
</tr>
<tr>
<td>9</td>
<td>W 3/21</td>
<td>Modern theories of prejudice; Chapter 5; Media groups meet</td>
</tr>
<tr>
<td>10</td>
<td>M 3/26 &amp;</td>
<td>SPRING BREAK -- NO CLASSES</td>
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<tr>
<td></td>
<td>W 3/28</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<tr>
<td>11</td>
<td>M 4/2</td>
<td>Media groups meet to prepare posters; bring in all materials needed</td>
</tr>
<tr>
<td>11</td>
<td>W 4/4</td>
<td><strong>MEDIA WATCH POSTER SESSION; GROUP POSTERS DUE</strong>; bring in “poster ratings sheet” on course website to evaluate posters – ratings will be used in group poster grades &amp; participation points</td>
</tr>
<tr>
<td>12</td>
<td>M 4/9</td>
<td>Experiencing prejudice; Chapter 6</td>
</tr>
<tr>
<td>12</td>
<td>W 4/11</td>
<td>Experiencing prejudice (con’t); Chapter 6; Review for Exam 2; <strong>MEDIA WATCH INDIVIDUAL REFERENCE PAGE W/JUSTIFICATIONS DUE</strong></td>
</tr>
<tr>
<td>13</td>
<td>M 4/16</td>
<td><strong>EXAM 2 – CHAPTERS 4-6</strong></td>
</tr>
<tr>
<td>13</td>
<td>W 4/18</td>
<td>Ageism; Chapter 7; OPTIONAL -- Begin Ageism extra credit opportunity (see handout on course website -- Due on or before 5/11)</td>
</tr>
<tr>
<td>14</td>
<td>M 4/23</td>
<td>Sexism; Chapter 8; In-class writing #4 -- Gender switch; Read Chapter 9 to help in writing of Stereotype Reduction paper</td>
</tr>
<tr>
<td>14</td>
<td>W 4/25</td>
<td>Sexism con’t; Chapter 8</td>
</tr>
<tr>
<td>15</td>
<td>M 4/30</td>
<td>Prejudice reduction; Chapter 9 <strong>STEREOTYPE REDUCTION PAPER DUE</strong></td>
</tr>
<tr>
<td>15</td>
<td>W 5/2</td>
<td>Prejudice reduction; Chapter 9</td>
</tr>
<tr>
<td>16</td>
<td>M 5/7</td>
<td>Panel Discussion on Sexual Orientation <strong>REFLECTION PAPER DUE</strong></td>
</tr>
<tr>
<td>16</td>
<td>W 5/9</td>
<td>Review for Final Exam; bring scantron for next Tuesday, 5/16;</td>
</tr>
<tr>
<td>17</td>
<td>M 5/14</td>
<td><strong>POST-TEST ASSESSMENT -- AGEISM OR PAPER OPTION EXTRA CREDIT OPPORTUNITY DUE</strong> (optional)</td>
</tr>
</tbody>
</table>

**Final Exam**  
TUESDAY, MAY 22  
12:15-1:30 PM