San José State University
College of Social Sciences/Department of Psychology
44153, Psychology of Prejudice, Section 1, Fall, 2018

Course and Contact Information
Instructor: Dr. Neelam Rattan
Office Location: DMH 342
Telephone: (408) (924-5653)
Email: Email Mail function through course Canvas site or neelam.rattan@sjsu.edu
Office Hours: Monday & Wednesday 12:00P.M-1:15 P.M.
Or by appointment.
Class Days/Time: Mondays & Wednesdays 9:00 A.M.-10:15 A.M.
Classroom: DMH 355
Prerequisites: Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended.
Note: If you met requirements at another institution, provide transcript to Student Services Center.
Note: All SJSU Studies courses require completion of the WST and upper division standing.

GE/SJSU Studies Category: SJSU S: Self, Society & Equality in US

Course Format
This course will follow the traditional pedagogical style where each class will be held in an assigned classroom twice weekly. Each class will comprise of lectures delivered by the Instructor. Such a learning environment facilitates and enhances communication on a given topic in real time, ensuring immediate feedback and fostering interaction with the instructor and one’s classmates.

Faculty Web Page and MYSJSU Messaging
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through MySJSU at http://my.sjsu.edu and Canvas. Homework
assignments, instructions regarding assignments, and announcements are posted on the canvas homepage of this class so you are required to check this page daily.

**Course 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. GE Area: S

**Course Goals**

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:**

- Service Learning, Community-Based Learning:
  - In pursuance of this Learning Objective students will get a field-based “experiential learning” with community partners namely the DST Team. By actively partnering with these team members, students will get students will get first-hand experience of social justice issues as they critically examine structured inequities here in San Jose, Downtown area. The idea underlying this is to apprise them of the connection between their pedagogy and current social problems, namely homelessness. In doing so students will volunteer with DST Team members. Why this particular Population?
Extant literature reveals the personal, societal, and structural barriers leading to this malaise. After a critical analysis of these barriers, it is clear that the current body of scholarly research excludes the perspective of the homeless in regards to their situation. Some overarching themes that have emerged as the veritable causes of homelessness include the presence of disability, disease, incarceration. Further societal perceptions such as victim blaming, compassion fatigue, stereotyping add to the marginalization of this invisible population. Lack of institutional support like provision of affordable housing and legal aid, further pushing these persons into depths of helplessness and hopelessness. Their voices have been lost under the burgeoning information gathered on them by way of public policy reports, several academic articles and media analyses of their plight. It is very clear that the single individual facing homelessness has been reduced to a mere statistic in the name of research. Hence including their perceptions, opinions, insights on their own plight can reveal much needed information which can go a long way in eradicating homelessness.

Having no say on one’s own issues and concerns can have devastating consequences. Further it creates a hostile environment in which these individuals are being constantly judged, belittled and ridiculed. The need of the hour is to combine perspectives and opinions of both the service providers and those being served. Ending homelessness not only improves the life of the individuals in that situation but it improves the lives of everyone within that society.

1. This assignment will provide the students with an enriching experience of working with transient population, they will understand how dynamics of prejudice, discrimination and stereotyping has marginalized this subset of society. These are the people who live on fringes of mainstream society, as they have been rendered an invisible status, having no voice in programs that aim to ameliorate their lot. In working with such persons, students will give back something to the community. They will find themselves to be engaged in social justice issues and this assignment endeavors to provide them with an insight in developing as valuable citizens who are imbued with the spirit of civic virtue and students who develop a sensitivity towards those who are victims of classism. For students who are unable to participate in this assignment, they will be assigned an alternative assignment. In such a case contact me in the second week of the semester and I can provide you details regarding the alternative assignment.

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.

3. **Volunteering with DST Team**

**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
2. “Examining Efficacy of Strategies Adopted for Prejudice Reduction Through Serving in the Community” Self-Exploratory Journal- Students will record journal entries based on their service learning experiences. They will also come up with effective strategies to counter prejudiced and discriminatory behavior towards transient individuals.

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.
2. In-class Discussion Students will participate in an in-class discussion activity titled “Promoting Respect in Civil Discourse.”
3. Engaging in community service with DST team.

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:
1. In-class completion of Values and Ethics activity.
2. 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/ 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**


**Other Readings**

**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

Service Learning, Community-Based Learning: This assignment will provide the students with an enriching experience of working with transient population, they will understand how dynamics of prejudice, discrimination and stereotyping have marginalized this subset of society. These are the people who live on fringes of mainstream society, as they have been rendered an invisible status, having no voice in programs that aim to ameliorate their lot. In working with such persons, students will give back something to the community. They will find themselves to be engaged in social justice issues and this assignment endeavors to provide them with an insight in developing as valuable citizens who are imbued with the spirit of civic virtue and students who develop a sensitivity towards those who are victims of classism. Volunteering with DST Team will be worth 20 points. For students who are unable to participate in this assignment, they will be assigned an alternative assignment. In such a case contact me in the second week of the semester and I can provide you details regarding the alternative assignment.

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 TED talk by Kavita Ramdas. In-class participation in the debate on Diversity in the Bay Area. Take the online IAT test. In-class debate on Affirmative Action. Discussion on Diversity Issues: Accents; Promoting Respect in Civil Discourse. Asking questions, answering questions, sharing of viewpoints. This is worth 65 points.

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 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 10/15/2018, a hard copy to be turned in class and a copy to be dropped in the assigned Dropbox on canvas.**

- **Media-watch Group Presentations:** You 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. Hence you will perform planned observation which will result in a media-watch group presentations. Detailed instructions and guidelines will be provided in class. This is worth **25 points. Media group presentations will be held on 12/3, 12/5, & 12/10.**

- **“Examining Efficacy of Strategies Adopted for Prejudice Reduction Through Serving in the Community” Self-Exploratory Journal:** Students will record journal entries based on their service learning experiences. They will also come up with effective strategies to counter prejudiced and discriminatory behavior towards transient individuals. In doing so they will also examine ways to end the malaise of homelessness. This assignment is worth 25 points. **This assignment is due on 12/5/2018.**

- **Pretest and Posttest Assessment (10 Points):** There will be a Pretest in the beginning of the semester on 8/27/2018 and a Posttest at the end of the semester on 12/10/2018. You are required to take both the assessment tests. However, these will not be graded.
In-class Exams: There will be two class exams worth 50 points each and a Final exam also worth 50 points. Each class exam will comprise of 50 multiple-choice questions.

- The First Exam will be a take-home exam. Scantrons will be due in class on 10/1/2018. Portion for First Exam -- Chapters 1, 2, 3 (Nelson text), conversion therapy, secondary prejudice, hypodescent.

- Second Exam will be a take-home exam. Scantrons will be due in class on 10/24/2018. Portion for Second Exam-- Chapters 4, 5, 6 (Nelson text), Racial Identity & Ethnic Identity, Stereotype Content Model.

- Final Exam will be held on 12/12/2018 from 7:15 A.M.-9:30 A.M. in DMH 355. Portion for Final Exams—Chapters 7, 8, 9 (Nelson text), Videos-Eye of the Storm, Killing Us Softly Part Four, Kavita Ramdas’ s TED talk, handout on accents, Myths regarding Affirmative Action.

Students are encouraged to review the following sources and policies:
- Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

Workload and Credit Hour Requirements
As per the University Policy S16-9, Course syllabi (http://www.sjsu.edu/senate/docs/S16-9.pdf)
“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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination or Evaluation
As per University policy S17-1(http://www.sjsu.edu/senate/docs/S17-1.pdf) which states that “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment,” Final Exam for this class will be held on 12/17/2018 from 7:15 A.M.-9:30 A.M. in DMH 355. Portion for Final Exams—Chapters 7, 8, 9 (Nelson text), Videos-Eye of the Storm, Killing Us Softly Part Four, Kavita Ramdas’ s TED talk, handout on accents, Myths regarding Affirmative Action.

Grading Information

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<th>Points</th>
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<td>Two Class Exams</td>
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<td>Final Exam</td>
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<td>Interview Report</td>
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<td>Media-Watch Presentations</td>
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<td>Participation</td>
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<td>Volunteering with DST Team</td>
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<td>Paper on Prejudice Reduction</td>
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<td>Pre/Post Test</td>
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<td>Total Possible Points</td>
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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

“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.”

**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).
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.
➢ Regarding letter of recommendation-only students who have taken a minimum of 3 classes with me and earned a grade of A in each of these classes will be considered for a letter of recommendation.

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.

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. The site contains:
Use of this site and the information provided is not a substitute for attending lectures. The site will be updated regularly throughout the semester.
This site contains:
● Discussion Board (Course Announcements, 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

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/. 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/.

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.

- Phone: (408) 924-2337
- Submit a help ticket using the following URL: https://isupport.sjsu.edu/ecampus/ContentPages/Incident.aspx.
- While logged into Canvas, click on the word Help on the upper right corner of the screen.

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 at http://www.sjsu.edu/gup/syllabusinfo/”

SJSU Homepage

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S16-15 and SJSU current semester’s Policies and Procedures. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

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

Timely Feedback on Class Assignments

Per University Policy F13-1, all students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.

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:

- Associated Students Print & Technology Center at http://as.sjsu.edu/asptc/index.jsp on the Student Union (East Wing 2nd floor Suite 2600)
- The Spartan Floor at the King Library at http://library.sjsu.edu/about/spartan-floor
- 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 https://www.sjpl.org/wireless
- Additional computer labs may be available in your department/college

A wide variety of audio-visual equipment is available for student checkout from Collaboration & Academic Technology Services located in IRC Building. 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 at http://www.sjsu.edu/coun

44153, Psychology of Prejudice, Fall, 2018 Tentative Course Schedule

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>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/22</td>
<td>Course Introduction, Diversity Issue: Accents Examined In-class discussion on “Promoting Respect in Civil Discourse” Discussion on Diversity in Bay Area Bring Scantron 882 E to next class</td>
</tr>
<tr>
<td>2</td>
<td>8/27</td>
<td>Pre-Test Chapter 1-Defining Stereotypes and Prejudice</td>
</tr>
<tr>
<td>2</td>
<td>8/29</td>
<td>Chapter 1 continued</td>
</tr>
<tr>
<td>3</td>
<td>9/3</td>
<td>Labor Day No Class</td>
</tr>
<tr>
<td>3</td>
<td>9/5</td>
<td>Chapter 2 Origin and Maintenance of Stereotypes DST Team Presentation Today</td>
</tr>
<tr>
<td>4</td>
<td>9/10</td>
<td>Volunteering with DST Team Writing Journal Entries</td>
</tr>
<tr>
<td>4</td>
<td>9/12</td>
<td>Volunteering with DST Team</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<tr>
<td></td>
<td></td>
<td><strong>Writing Journal Entries</strong></td>
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<tr>
<td>5</td>
<td>9/17</td>
<td>Chapter 2 continued</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sharing of viewpoints based on volunteering experiences</td>
</tr>
<tr>
<td>5</td>
<td>9/19</td>
<td>Chapter 2 continued</td>
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<tr>
<td></td>
<td></td>
<td>Explaining Interview Assignment</td>
</tr>
<tr>
<td>6</td>
<td>9/24</td>
<td>Chapter 3 - Feeling vs. Thinking</td>
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<td></td>
<td></td>
<td>Framing Interview Questions</td>
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<tr>
<td>6</td>
<td>9/26</td>
<td>Chapter 3 continued</td>
</tr>
<tr>
<td>7</td>
<td>10/1</td>
<td>Take-Home Exam 1, Scantrons Due in Class Today (Portion for Exam 1 Chapters 1, 2, 3 [Nelson text], conversion therapy, secondary prejudice, hypodescent)</td>
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<tr>
<td></td>
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<td>Chapter 4 - The Prejudiced Personality</td>
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<tr>
<td>7</td>
<td>10/3</td>
<td>Chapter 4 continued</td>
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<tr>
<td>8</td>
<td>10/8</td>
<td>Chapter 5 - Old Fashioned Versus Modern Racism</td>
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<tr>
<td>8</td>
<td>10/10</td>
<td>Chapter 5 continued</td>
</tr>
<tr>
<td>9</td>
<td>10/15</td>
<td>Chapter 6 - Experiencing Prejudice</td>
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<td></td>
<td></td>
<td>Interview Reports Due Today in Canvas Dropbox &amp; in Class</td>
</tr>
<tr>
<td>9</td>
<td>10/17</td>
<td>Chapter 6 continued</td>
</tr>
<tr>
<td>10</td>
<td>10/22</td>
<td>Chapter 6 continued</td>
</tr>
<tr>
<td>10</td>
<td>10/24</td>
<td>Take-Home Exam 2 Scantrons Due in class Today (Portion for Exam 2 Chapters 4, 5, 6)</td>
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<td></td>
<td></td>
<td>Read Affirmative Action Myths for in class Debate &amp; Discussion</td>
</tr>
<tr>
<td>11</td>
<td>10/29</td>
<td>Read Peggy McIntosh’s and Tatum’s articles for in-class discussion on Privileges &amp; Marginalizations</td>
</tr>
<tr>
<td>11</td>
<td>10/31</td>
<td>Media-Watch Assignment Explained</td>
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<tr>
<td></td>
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<td>Media groups Formed</td>
</tr>
<tr>
<td>12</td>
<td>11/5</td>
<td>Chapter 7 - Ageism</td>
</tr>
<tr>
<td>12</td>
<td>11/7</td>
<td>Chapter 7 continued</td>
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<tr>
<td></td>
<td></td>
<td>Watch a Video on Ageism &amp; Homophobia online and Drop Video Critique in Assigned Dropbox on Canvas</td>
</tr>
<tr>
<td>13</td>
<td>11/12</td>
<td><strong>Veteran’s Day</strong></td>
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<tr>
<td>13</td>
<td>11/14</td>
<td>Chapter 8 - Sexism</td>
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<tr>
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<td>Watch Kavita Ramdas’s TED Talk followed by in-class Discussion</td>
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<tr>
<td>14</td>
<td>11/19</td>
<td>Chapter 8 continued</td>
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<tr>
<td></td>
<td></td>
<td>Watch video “Killing us Softly” Part Four online and come prepared to class for Discussion on this video</td>
</tr>
<tr>
<td>14</td>
<td>11/21</td>
<td><strong>Non-Instructional Day</strong></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<tr>
<td>15</td>
<td>11/26</td>
<td>Chapter 8 continued</td>
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<tr>
<td>15</td>
<td>11/28</td>
<td>Chapter 9-Reducing Prejudice</td>
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<td></td>
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<td>Watch the video” Eye of the Storm”</td>
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<tr>
<td>16</td>
<td>12/3</td>
<td>Chapter 9 continued</td>
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<td></td>
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<td>Complete activity on Values and Ethics online</td>
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<td></td>
<td></td>
<td>Media-Watch Group Presentations</td>
</tr>
<tr>
<td>16</td>
<td>12/5</td>
<td>Media-Watch Group Presentations</td>
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<td>“Examining Efficacy of Strategies Adopted for Prejudice Reduction Through Serving in the Community” Self-Exploratory Journal Due Today</td>
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<tr>
<td>17</td>
<td>12/10</td>
<td>Media-Watch Group Presentations</td>
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<td></td>
<td></td>
<td>Take the Post-Test</td>
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<tr>
<td>Final Exam</td>
<td>12/12</td>
<td>From 7:15A.M. to 9:30A.M. in DMH 355</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Portion for Final Exams—Chapters 7, 8, 9 [Nelson text], Videos-Eye of the Storm, Killing Us Softly Part Four, Kavita Ramdas’ s TED talk, handout on accents, Myths regarding Affirmative Action)</td>
</tr>
</tbody>
</table>