San Jose State University/ Department of Psychology
20876, Psychology of Prejudice, Section 2, Spring, 2019

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-1:00P.M.
Or by appointment
Office Hours End On 5/13/2019

Class Days/Time: Monday & Wednesday 3:00 P.M.-4:15 A.M.

Instructional Mode Hybrid: Balance of online instruction and in-person meetings

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 357

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

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.
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.

Instructional Mode and Course Structure: Hybrid
This course will follow a hybrid format using both a combination of in-class lecture delivery and also accompanied by online delivery of instructional material which will entail reading the chapters from the prescribed text, reading supplemental material provided by your Instructor, viewing PowerPoint slides, viewing videos online (e.g., YouTube clips). By way of preparing you for online readiness, we will meet in person on most of the Mondays and on those days each new chapter to be covered will be introduced. For purposes of clarity course schedule gives a detailed information of the material that will be covered in person and material you are required to read online. Hence this course seeks to provide you with an exciting educational experience through varied techniques.

Interactive activities will be both completed online and in-class. Online interactive activities will be both at the individual level (e.g., taking online quizzes), along with online group discussions. For this discussion questions will be posted on the canvas discussion board, students will be divided in to small groups of 4-5 individuals per group, they will first come up with their own individual response then share it with their group members and then respond to the posed query as a group. Each discussion will be followed by your Instructor’s commentary.

Exams will be conducted in-class to eliminate the cost incurred due to proctoring as well as to minimize cheating.

Evaluation and feedback will be provided primarily through online means, although for some assignments your Instructor will provide feedback in class.

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:**

1. 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. Online activity -- For assessing this learning objective students will be assigned the following readings:
   - Tal Fortgang’s: *Checking My Privilege*
   - Daniel Gastfriend’s: *Reflections on Privilege*
   - Peggy McIntosh’s: *White Privilege and Male Privilege*

Based on these readings students will submit a reflection paper in which they will examine their own privileges. This activity will help students learn about their own privileges, the interaction between race and gender, power and oppression, as they become familiarized with the intersectional privilege.
3. Students’ engagement in an online activity examining privilege will also be used to assess this learning objective. This online activity will help students learn about the interaction between race and gender, power and oppression, as they become familiarized with the intersectional 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. Online Discussion based on Angelica S. Gutierrez and Miguel M. Unzueta’s article on: Are admissions decisions based on family ties fairer than those that consider race?

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. Writing a paper titled “Examining Efficacy of Strategies Adopted for Prejudice Reduction” based on the following readings:
   - M.E. Lee’s article on: Maybe I’m Not Class Mobile; Maybe I’m Class Queer”
   - Abby L. Ferber’s article on: We Aren’t Just Color Blind, We Are Oppression-blind!
   - Patricia Hill Collins: Toward a New Vision: Race, Class and Gender as Categories of Analysis and Connections

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. Online 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. Online Activity- Students will write a one-page paper and drop it in the assigned Dropbox on canvas, in which they will delineate strategies and ways that can go a long way in “Promoting Respect in Civil Discourse.”

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:
Online completion of Values and Ethics activity.

In class discussions, 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, 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 Outcomes:**

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. **Online 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 as well as online activities will go down, resulting in lowering of your grade. Many online and 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 online participation points are as follows:
   - Participating in online discussion boards and forums based on viewings of videos, video on homophobia and ageism, Eye of the Storm.
   - Critiquing Kavita Ramdas’s TED talk.
   - Online completion of Values and Ethics activity.
   - Online participation in the debate on Affirmative Action.
   - Take the online IAT test.
   - Online discussion on Diversity Issues: Promoting Respect in Civil Discourse.
   - Readings Based discussions
   This is worth **50 points**.

2. **In-class Participation:** Since this class will be taught using the hybrid paradigm of instruction, class will meet in person as well. Hence a list of activities that will be graded for in-class participation points are as follows:
   - In-class participation in the debate on Diversity in the Bay Area
   - In-class discussion on Diversity Issues: Accents
   - In-class formation of Media groups.
   - Asking questions, answering questions, sharing of viewpoints.
   This is worth **20 points**.

3. **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 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 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 2/25/2019**, 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. **This assignment will have two components an individual and a group component.** The individual component is worth 15 points and group component is worth 15 points. Hence this assignment is worth a total of 30 points.

- Prepare a group summary report and submit it in, describing your methodology and summarizing your findings.
- Participate in class discussion.
- Media-watch group summaries are due in the assigned Dropbox on Canvas on 4/17/2019.

“**Examining Efficacy of Strategies Adopted for Prejudice Reduction**” paper based on the following readings:
M.E. Lee’s article on: *Maybe I’m Not Class Mobile; Maybe I’m Class Queer*”
Abby L. Ferber’s article on: *We Aren’t Just Color Blind, We Are Oppression-blind!*
Patricia Hill Collins: Toward a New Vision: *Race, Class and Gender as Categories of Analysis and Connections*

This assignment is worth **20 points**. Based on these readings 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 online assignment is due in the assigned Dropbox on Canvas on 5/13/2018.**

**Pretest and Posttest Assessment (10 Points):** There will be a pre-test in the beginning of the semester **on 1/30/2019** and a post test at the end of the semester **on 5/13/2019**. You are required to take both the assessment tests, these will not be graded.

4. **In-class Exams:** There will be two class exams worth 50 points each and a Final exam worth 50 points. The first class exam will be a take-home exam and comprise of 50 multiple-choice questions. The Final exam will comprise of 50 multiple-choice questions.

First Exam will be held online 2/27/2018.
Second Exam will be held on 25/3/2018.
Final Exam will be held on 5/20/2019 from 12:15P.M.-2:30P.M. In DMH 357. All exams will be a closed book exams.

**Online Quiz:** There will be one online quiz.

This Quiz will be held online on 3/1/2018 and will comprise of questions based on Derald Wing Sue’s concept of Microaggressions. This quiz will be worth 15 points.

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/](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](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 5/20/2019 from 12:15 P.M.-2:30 P.M. in DMH 357. Portion for Final Exams—Chapters 11,12,13, Videos-Eye of the Storm, Kavita Ramdas’ s TED talk, handout on Accents, Myths regarding Affirmative Action, sexism, ageism, ableism.

### Grading Information

**GRADING DETAILS:**

<table>
<thead>
<tr>
<th>Assignment</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>Online Quiz 1</td>
<td>15</td>
</tr>
<tr>
<td>Interview Report</td>
<td>55</td>
</tr>
<tr>
<td>Media Analysis Individual</td>
<td>15</td>
</tr>
<tr>
<td>Media Analysis Group</td>
<td>15</td>
</tr>
<tr>
<td>Online Participation</td>
<td>50</td>
</tr>
<tr>
<td>In-class Participation</td>
<td>20</td>
</tr>
<tr>
<td>Strategies for Prejudice Reduction</td>
<td>20</td>
</tr>
<tr>
<td>Pre/Post Test (5 points each)</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td>350</td>
</tr>
</tbody>
</table>

**Grading Scale:**

- **A+** = 338-350
- **B+** = 303-313
- **C+** = 268-278
- **D+** = 233-243
- **A** = 324-337
- **B** = 289-302
- **C** = 254-267
- **D** = 219-232
- **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). If you have questions about this policy, please see me.

**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 beforehand 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](http://www.sjsu.edu/senate/docs/F15-3.pdf), 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](http://www.sjsu.edu/senate/docs/F15-3.pdf) 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](http://www.sjsu.edu/senate/docs/F15-3.pdf). Students should be aware of the current deadlines and penalties for dropping classes ([Late Drop Information](http://www.sjsu.edu/senate/docs/F15-3.pdf)).

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/senate/docs/F15-3.pdf).

**Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/F15-3.pdf) 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](http://as.sjsu.edu/asptc/index.jsp) on the Student Union (East Wing 2nd floor Suite 2600)
- [The Spartan Floor](http://library.sjsu.edu/about/spartan-floor) at the King Library
- [Student Computing Services](http://library.sjsu.edu/student-computing-services/student-computing-services-center) at http://library.sjsu.edu/student-computing-services/student-computing-services-center
- [Computers at the Martin Luther King Library](https://www.sjpl.org/wireless) for public at large at
- 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

Note: This syllabus is subject to change if need be students will be informed of the change

Tentative Course Schedule for 2274, Spring 2018
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Class</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/28</td>
<td>Monday</td>
<td>Yes</td>
<td>Course Introduction, Diversity Issue: Accents Examined, in-class discussion on “Promoting Respect in Civil Discourse” &amp; discussion on Diversity in Bay Area</td>
<td></td>
</tr>
<tr>
<td>1/30</td>
<td>Wednesday</td>
<td>Yes</td>
<td>Chapter 1-The Psychology of Diversity: Challenges &amp; Benefits</td>
<td>Interview Groups Formed Online</td>
</tr>
<tr>
<td>2/4</td>
<td>Monday</td>
<td>Yes</td>
<td>Chapter 2 Central Concepts in the Psychology of Diversity</td>
<td>Frame Interview Questions</td>
</tr>
<tr>
<td>2/6</td>
<td>Wednesday</td>
<td>Online</td>
<td>Chapter 2 continued</td>
<td>Online Readiness Meet with groups online Take IAT test online</td>
</tr>
<tr>
<td>2/11</td>
<td>Monday</td>
<td>Yes</td>
<td>Chapter 3 Historical Perspectives on Diversity in the United States Read Affirmative Action Myths for in-class Debate</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Event</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>----------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>2/13</td>
<td>Online</td>
<td>Online</td>
<td>Affirmative Action Debate</td>
<td></td>
</tr>
<tr>
<td>2/18</td>
<td>Monday</td>
<td>Yes</td>
<td>Discussion based on Angelica S Gutierrez &amp; Miguel M Unzueta’s article: Are admissions based on family ties fairer than those that consider race?</td>
<td></td>
</tr>
<tr>
<td>2/20</td>
<td>Wednesday</td>
<td>Online</td>
<td>Chapter 4 Personality and Individual Differences: How Different types of people respond to Diversity in Different Ways</td>
<td></td>
</tr>
<tr>
<td>2/27</td>
<td>Wednesday</td>
<td>Online</td>
<td>Exam 1 Take - Home, (Portion for Exam 1 Chapters 1, 2, 3, 4, 5, conversion therapy, secondary prejudice, hypodescent)</td>
<td></td>
</tr>
</tbody>
</table>

Interview Reports due in class & to be dropped in Dropbox on Canvas
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
<th>Chapter/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/4</td>
<td>Monday</td>
<td>Yes</td>
<td>Chapter 6 Social identity, Roles, and Relations: Motivational Influences in Response to various forms of racism</td>
</tr>
<tr>
<td>3/6</td>
<td>Wednesday</td>
<td>---------</td>
<td>Chapter 7 Is Bias in the Brain?</td>
</tr>
<tr>
<td>3/11</td>
<td>Monday</td>
<td>Yes</td>
<td>Chapter 8 Coping and Adapting to Stigma and Difference Prophecy</td>
</tr>
<tr>
<td>3/13</td>
<td>Wednesday</td>
<td>---------</td>
<td>Watch Killing Us Softly Part Four</td>
</tr>
<tr>
<td>3/18</td>
<td>Monday</td>
<td>Yes</td>
<td>Chapter 9 Intergroup Interactions Pitfalls and Promises</td>
</tr>
<tr>
<td>3/20</td>
<td>Wednesday</td>
<td>---------</td>
<td>Chapter 10 Cultural Diversity, Preferences, Meaning, and Difference</td>
</tr>
<tr>
<td>3/25</td>
<td>Monday</td>
<td>Yes</td>
<td>Exam 2 (Portion for Exam 2 Chapters 6, 7, 8, 9, 10)</td>
</tr>
<tr>
<td>3/27</td>
<td>Wednesday</td>
<td>---------</td>
<td>Chapter 11 Social Roles and Power in a</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
<td>--------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>4/10</td>
<td>Wednesday</td>
<td>Watch Kavita Ramdas’s TED talk</td>
<td>Write a brief report critiquing the ideas and events shared in the talk and relate them to key concepts studied</td>
</tr>
<tr>
<td>4/15</td>
<td>Monday</td>
<td>Yes Discussion based on: Michael A. Messner’s <em>Becoming 100 Percent Straight</em> Sonny Nordmarken’s on <em>Feeling Gender In-Betweenness</em> Kortney Ziegler’s: <em>The Peculiarity of Black Trans Male Privilege</em></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
<td>----------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>4/17</td>
<td>Wednesday</td>
<td>Watch a Video on Ageism &amp; Homophobia online and Drop Video Critique in Assigned Dropbox on Canvas Read the documents posted on canvas and come prepared for an in-class discussion</td>
<td></td>
</tr>
<tr>
<td>4/22</td>
<td>Monday</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examing: Ageism, Ableism, Lookism</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete online assignment based on these readings</td>
<td></td>
</tr>
<tr>
<td>4/24</td>
<td>Wednesday</td>
<td>Prejudice against Individuals of Middle-Eastern Descent Critiquing John Teheranian’s article: <em>The Middle Easterner as the Other</em></td>
<td></td>
</tr>
<tr>
<td>4/29</td>
<td>Monday</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 12 The Challenge of Diversity for</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Yes/No</td>
<td>Activity and Details</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td>--------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5/1</td>
<td>Wednesday</td>
<td>------</td>
<td>Sexism Examined-Watch Kavita Ramdas’s TED Talk followed by in-class Discussion</td>
</tr>
<tr>
<td>5/6</td>
<td>Monday</td>
<td>Yes</td>
<td>Chapter 13 the Psychology of Diversity Principles and Prospects Critiquing Bob Pease’s article on <em>Globalizing Privilege</em></td>
</tr>
<tr>
<td>5/8</td>
<td>Wednesday</td>
<td>------</td>
<td>Discussion based on these articles: M.E. Lee: <em>Maybe I’m Not Class Mobile; Maybe I’m Class Queer</em>” Abby L. Ferber’s article on: <em>We Aren’t Just Color Blind, We Are Oppression-blind!</em> Patricia Hill Collins: Toward a New Vision: <em>Race, Class and Gender as Categories of Analysis and Connections</em> Mark R Warren:</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Activity</td>
<td>Assignment</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5/13</td>
<td>Monday</td>
<td>Watch the video “Eye of the Storm” followed by in-class discussion</td>
<td>“Examining Efficacy of Strategies Adopted for Prejudice Reduction” paper due in Dropbox on Canvas Today</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Exam 5/20/2019</td>
<td>Wednesday</td>
<td>Yes</td>
<td>from 12:15P.M.-2:30P.M.</td>
</tr>
</tbody>
</table>