Instructor: Arlene G. Asuncion, Ph.D.

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-- When contacting me by email, please write “Psyc 191” in the subject line.

-- I check email regularly during the work day, but please allow at least 1 -2 business days for a response. Also, I do not regularly check email after 5:00 pm or on weekends

Office Hours: TR 10:30 – 11:30 am – I will be available for Zoom office hours during these days/time. Please email me IN ADVANCE to schedule a meeting. If my regular office hours conflict with your schedule, please email me to set up an appointment.

You are encouraged to contact me to discuss any concerns you may have regarding our class as soon as possible and/or before an exam date.

Class Days/Time: TR 12:00 – 1:15 pm (Section 03)

This course will be a HYBRID (bichronous) on-line class conducted via CANVAS. More details about class structure is provided on our CANVAS course page.
Prerequisites:  
1. Completion of Core GE  
2. Satisfaction of the Writing Skills Test (WST)  
3. Upper division standing (60 units)  
4. Completion of, or co-registration in, 100W  
5. Completion of course in Introductory Psychology  

GE/SJSU Studies Category: Area S of SJSU Studies  

COURSE CANVAS SITE

The course Canvas site is the main online resource for this course. Use of this site and the information provided is the primary way we will conduct class and participate in all course activities. The site will be updated regularly throughout the semester. This site is organized into course modules (Modules 0-3) and contains the following course material:

- Syllabus and tentative course schedule
- Course announcements
- Discussion boards
- Class activities/assignments
- Course Paper Assignments
- Video lectures with slides
- Zoom links for CLASS MEETINGS/DISCUSSIONS (some meetings will be optional & others will be “REQUIRED”)  
- Exam study guides/review sheets
- Module Exams

The course is a “hybrid” or “bichronous” type class where some aspects of the course will be “synchronous” (held during the regular class time) and other aspects will by “asynchronous” (done outside of class time).

The “synchronous” parts of the class include all of the scheduled Zoom class meetings. Some of these class meetings are “optional” and you will not be required to attend (although you are HIGHLY ENCOURAGED to do so). Other Zoom class meetings are “REQUIRED” as your participation is necessary to complete the scheduled group activities during these meetings.

All course exams will be taken during one of your regularly scheduled class days (Tuesdays), except for the final (see class schedule for specific exam dates). Also, due dates for papers, assignments, & discussion posts are on either a **Tuesday or Thursday by 9:00 pm**. Finally, all of the optional and **3 REQUIRED ZOOM CLASS MEETINGS/DISCUSSIONS** will be held on Thursdays during our regular class time (12:00-1:15) on the dates indicated on our class syllabus.

The “asynchronous” parts of the course are mainly the video lectures. All video lectures are pre-recorded and available for you to view whenever it is most convenient for you. Students will NOT be required to attend “live” Zoom lectures for this course.
COURSE POLICIES/EXPECTATIONS

1. “Netiquette” -- Please use these general guidelines when emailing me and/or when posting on the class discussion boards. Also see CLASSROOM PROTOCOL section later in syllabus for policies/expectations for Zoom class discussions/meetings.

   a. When emailing your professor (me)

      -- Indicate your class in the subject line of your email (e.g., Psyc 191)

      -- Please address me by my formal title, (e.g., Professor or Dr. Asuncion). When you send emails to your instructors, it is a “formal” mode of communication. So it’s good practice for you to write your emails as you would if you were sending any type of professional/formal email.

      -- Allow AT LEAST 24 -48 hours for a reply from me. If you email me on a Friday, the earliest you can expect me to respond is on the following Monday. I stop checking school emails at 5:00 pm. So emails sent to me after 5:00 pm won’t be read until the following morning at the earliest.

      -- DO EMAIL ME IN ADVANCE TO

         -- set up an individual Zoom appointment to talk with me during my regular office hours or outside of my regular office hours if your schedule conflicts with them

         -- inform me of any emergency/medical/family situation that may affect your ability to complete a course activity/assignment/quiz BEFORE the due date. *** NOTE: I will REQUIRE documentation of such situations to consider the possibility of an extension/make-up (see Make-up policy later in syllabus)

      -- DO NOT EMAIL ME TO

         -- ask when due dates are for activities/assignments/quizzes. Those are all listed on your course schedule and can be easily found there.

   b. Discussion boards posts -- When posting on the course discussion boards, please be respectful of one another’s opinions/beliefs/observations even when they are different or conflict with your own. It’s expected that we ALL behave with respect and tolerance for each other, despite any differences we have. Please refrain from any personal attacks, insults, etc. I hope the Discussion board posts will be a place where we can all feel comfortable to interact with another and engage in thoughtful “conversation” as a class.

      *** There will be a separate Discussion board to post general questions about the course policies, assignments, activities, etc. Please post your general questions about the class on this discussion board and DO NOT EMAIL ME DIRECTLY about these.

I have found that several students usually have the same questions about activities/papers/assignments and it is more efficient to answer these types of questions through the CANVAS discussion board so that all students can read my answers/responses.
2. **Students’ responsibilities/expectations**

a. **Students are responsible to know all due dates for assignments, activities, quizzes.** ***DO NOT EMAIL ME to ask when these due dates are. I will not reply to emails asking about this information as it is easily found on the course Canvas page, syllabus, and/or schedule.***

b. Students are expected to **CHECK OUR CANVAS PAGE REGULARLY** to view course lectures, participate in class activities, complete assignments, and keep updated regarding course announcements.

c. Students are expected to turn in their own individual work and complete all module exams independently without any outside help of any kind (e.g., closed book, no notes, study guides, etc)

If you have any questions/issues regarding any of these policies, please email me directly to discuss them.

**Course Description**

*Psychology of Prejudice will focus on the psychology of prejudice, inequality, & discrimination. While there are many aspects to prejudice (i.e. very broad-ranging social and political consequences for individuals and groups), the purpose of this course is to explore the psychology of prejudice and discrimination in the US, the psychological factors involved, and the psychological effects on individuals and groups.*

*From both theoretical and experiential perspectives, we will explore issues relating to those who hold prejudiced attitudes and those who are targets of those attitudes. We will examine prejudice relating to race, ethnicity, gender, age, and sexual orientation.*

Class sessions will include video lectures, reaction/reflection activities, course practice/application assignments, class discussions via Zoom, and through posts on the course discussion boards on Canvas. Activities that focus on prejudice and diversity will be an important part of classroom events. The class will engage in small group and individual experiential exercises designed to facilitate intrapersonal and interpersonal awareness of issues related to prejudice, discrimination, racial/ethnic identity, etc.

Students will be given an opportunity to investigate topics in psychology related to prejudice and to practice applying critical thinking skills. Within the context of psychology, broad topic areas include (among others):

- stereotypes: formation, functions, maintenance, change
- the underlying psychological processes of prejudice: development & maintenance
- “old-fashioned” vs. “modern” racism
- ageism
- Sexism & sexual prejudice
Some class sessions will involve Zoom group discussions – either in small groups or in the whole class group. Therefore it is imperative that students read before each class and come prepared to actively participate in class discussions. The success of this class is directly dependent on participation by students.

Students will complete 4 Course Modules that will cover the following topics & accompanying textbook chapters:

Module 0: “Getting Started” – Introduction to Psyc 191

Module 1: Introduction, Social Categorization, & Stereotype formation/maintenance (Chapters 1, 3, & 4)

Module 2: Classical/Contemporary theories of Prejudice, Individual differences in Prejudice, & Experiencing Prejudice/Discrimination (Chapters 8, 5, 6, & 10)

Module 3: Gender/Sexual Prejudice, Age, & Prejudice Reduction (Chapters 11, 12, & 13)

*** NOTE: MANY TOPICS IN THIS COURSE MAY EVOKE STRONG EMOTIONS. WITHIN THE FRAMEWORK OF INDIVIDUAL EXPRESSION, STUDENTS ARE EXPECTED TO SHOW RESPECT FOR OTHERS AND THEIR VIEWPOINTS, EVEN WHEN THOSE VIEWS ARE OPPOSED TO THOSE OF THE STUDENT.

SJSU Studies (AREA S) GE Learning Outcomes (GELO)

One of the main goals of this Area S course is that:

“Students will study the interrelationship of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, equality, and structured inequality in the U.S., its institutions, and its cultures”.

Upon successful completion of this course, students will be able to:

GELO #1: Describe how identities (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.

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

GELO #3: Describe social actions which have led to greater equality and social justice in the U.S. (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).

GELO #4: Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.
GE Course Content Learning Outcomes

All courses in Area S of SJSU studies must also include the following Content Objectives to promote the above student learning outcomes:

**Diversity** -- Issues of diversity shall be incorporated in an appropriate manner

**Writing** -- Written assignments should include both in-class and out-of-class writing, giving students practice and feedback throughout the semester. Evaluative comments must be substantive, addressing the quality and form of writing. A single final term paper would not satisfy the requirement. A minimum of 3000 words of writing is required in a language and style appropriate for the discipline.

**Civic learning** -- Courses shall address the civic relevance of the topic in an appropriate manner.

**Values clarification** -- Students should demonstrate their ability to articulate and discuss their values, understand the source of those values, and engage in civil discourse.

Explaination of how course activity/assignments will be used in assessment of Area S Learning and Content Outcomes

**GELO #1:** Describe how identities (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.

Activities/Assignment(s) used in assessment:

1. **Television Commercial Voice-over Activity** -- One of the main goals of this assignment is to give students the opportunity to examine how one major cultural influence (i.e., the media) affects identities within our society. Students’ ability to analyze, discuss, and critically evaluate these media influences in their individual papers will be used to assess this objective.

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

Activities/Assignment(s) used in assessment:

1. **Interview paper assignment** -- The purpose of this paper is to allow students to interview a person who has been the target of prejudice/discrimination to get a
“first-hand” account of their experiences. The content of students’ introduction section of their papers will be evaluated to assess their ability to describe the various processes outlined in this learning objective. The introduction section will be used specifically for this purpose since students will be required to describe the relevance of these processes to their interview findings.

2. **Individual Reaction/Reflection Activity** -- Students’ performance on an individual reaction/reflection activity will be used to assess this learning objective. Specifically, the reflection activity about the Japanese internment camps during WWII is particularly relevant since its seem to relate most directly to processes described under this objective.

**GELO #3:** Describe social actions which have led to greater equality and social justice in the U.S. (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age)

**Activities/Assignment(s) used in assessment:**

1. **Zoom Class discussion activity** -- Students’ performance on the small group discussion activity regarding the topic of Affirmative Action will be used in assessment of this objective. In particular, students’ understanding of this issue, their ability to describe the arguments for and against it, and their knowledge of how it has impacted minorities and society as a whole will be evaluated.

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

**Activities/Assignment(s) used in assessment:**

1. **Zoom Class discussion activity** -- Students’ performance on the small group discussion activity regarding Stereotype/Prejudice reduction strategies will be used in assessing this objective. In this discussion, students will be required to describe at least three strategies they believe would be successful in reducing their negative stereotypes and/or prejudices about another social group and clearly explain the reasons they believe these strategies would be effective.

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

**Activities/Assignment(s) used in assessment:**

1. **Discussion Board Posts** -- Students’ comments/posts on the course Discussion Board via Canvas regarding "Diversity in the Bay Area" will be used to assess this objective. In this assignment, students will explore whether or not the racial/cultural/ethnic diversity of the Bay Area makes prejudice/discrimination more or less likely.

**Content Objective #2:** Writing -- Written assignments should include both in-class and out-of-class writing, giving students practice and feedback throughout the semester. Evaluative comments must
be substantive, addressing the quality and form of writing. A minimum of 3000 words of writing is required in a language and style appropriate for the discipline.

1. **Interview assignment paper, intergroup conflict analysis paper, and Individual reaction/reflection activities** -- Students’ performance on these writing assignments will be used to assess this content objective. It should also be noted that students are highly encouraged to seek instructor feedback regarding the major writing assignments in the course to help improve their writing skills.

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

1. **Individual reaction/reflection activities** -- Students’ writing within these activities will be reviewed to assess their ability to describe how the paper topics (i.e., racial profiling, affirmative action, etc) impact individuals as well as society as a whole.

**Content Objective #4: Values Clarification** -- Students should demonstrate their ability to articulate and discuss their values, understand the source of those values, and engage in civil discourse.

1. **Individual Reaction/Reflection activity** -- Students’ performance on the Reflection activity writing assignment will be used to assess this content objective. In this paper, students are asked to write about their own prejudices, what they are, their development, their effects on themselves and on others, how and why they’ve changed or stayed the same.

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

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

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

2. To assess students’ understanding of whether or not the Learning and Content Outcomes were met, the following activities/measures will also be included in the assessment tests:
a. **Student ratings** -- In the Post-Assessment test, students will also be asked to rate (on a likert-type scale) the extent to which they believed each Learning and Course Objective was met.

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

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

**NOTE:** “Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments or distinct academic units.”

**Course Learning Outcomes (CLOs):** Upon successful completion of the Psychology of Prejudice course, students will be able to:

- CLO 1: Recognize and describe how prejudice shapes the experiences of people who are most often the targets of prejudice in the U.S. (i.e., racial, ethnic, gender, age, sexual orientation, etc).
- CLO 2: Recognize and describe the underlying psychological processes which, in conjunction with societal forces, lead to the development and maintenance of stereotypes and prejudice.
- CLO 3: Apply critical thinking skills to identify and analyze prejudicial beliefs and behaviors
- CLO 4: Articulate the effects of stereotypes and prejudice in their own experiences.

**Program Learning Outcomes (PLOs):** Upon successful completion of the psychology major requirements...

- **PLO1** -- *Knowledge Base of Psychology* -- Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- **PLO2** -- *Research Methods in Psychology* -- Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
- **PLO3** -- *Critical Thinking Skills in Psychology* -- Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.
- **PLO4** -- *Application of Psychology* -- Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
- **PLO5** -- *Values in Psychology* -- Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.
Required Texts/Readings

Textbook

ISBN: 978-1138947528

Note: The text is available through the Spartan bookstore. But you can also buy or rent the text through Amazon.com or other book sources. The textbook is REQUIRED for the course.

Course Requirements and Assignments

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

YOUR FINAL GRADE IN THIS COURSE IS BASED ON THE FOLLOWING REQUIREMENTS:

1. 3 MODULE EXAMS (40 pts. each, 3 exams = 120 pts total)

There will be 3 module exams, with each exam worth 40 points. Exams will be designed to measure your knowledge and understanding of the material discussed in the video lectures as well as your textbook. The final exam will NOT BE CUMULATIVE and will be based ONLY on the material covered in Module 3.

*** All module quizzes will be available on our CANVAS page on the designated day/time indicated on the course schedule. **TIME LIMIT for each exam IS 60 MINUTES ONLY.** This time limit is more than enough time to complete the exam (assuming you have studied thoroughly and are well-prepared BEFORE you take the test).

*** Students are expected to take all exams with NO OUTSIDE HELP (e.g., no notes, textbook, study guides, the help of another person, etc.)
*** I realize there is no fool-proof way to prevent students from cheating on these online exams. BUT I HOPE & EXPECT that you adhere to an honor code and attempt each exam on your own without any outside help.***

NOTE: THERE WILL BE NO MAKE-UP EXAMINATIONS GIVEN. Forgetting about an exam or not realizing there was an exam is NOT A VALID REASON for requesting a make-up exam (see Make-up policy in syllabus). Again, it is YOUR RESPONSIBILITY to know when all exams are scheduled.
2. **2 COURSE PAPER ASSIGNMENTS** (worth 30 pts each. 2 Paper Assignments = 60 pts total)

Each student will complete **two (2) course paper assignments – individual interview assignment and an intergroup conflict analysis.** These 2 assignments will be organized around the spheres (‘isms) which we are investigating in this class (i.e. race, gender, sexual orientation, age, etc.)

Students will choose which spheres they would like to investigate in each assignment with the following limitation: for each student, each of the two activity assignments will involve work on different spheres.

For example, Student A chooses to do the intergroup conflict analysis on issues of race and does an interview with a person with a disability. This will help assure that each student has a chance to actively learn about different spheres of prejudice.

The two activities are described below.

**a) Interview Assignment** (Maximum page length = 5 pages – reference page does NOT count toward the 5 page limit. Worth 30 pts)

Your assignment is to choose someone from a target group to interview about their personal experiences with prejudice, discrimination, inequality, tolerance, etc. The interview should focus on their perspective as a target group member, e.g. person of color or gay/lesbian or person with a disability, or person with multiracial identity, etc.

You should choose a person to interview who belongs to a **DIFFERENT TARGET GROUP from yourself.** For example, if you are an Asian male, and are interested in interviewing a person based on their RACE/ETHNICITY, then you should interview someone who is NOT Asian. The reason for this is it allows you to learn more about the experiences/feelings of individuals who are different from yourself.

To prepare for the interview, I will provide you with a written guide to doing a good interview (See Canvas page for “Interview Guidelines” document). In addition, you should **find, read, and discuss in your paper at least 3 journal articles of your choice.** In this discussion, it is important for you to describe how the content and/or findings of these articles are relevant to the experiences of the person you are interviewing.

You should include discussion of these relevant articles in the Introduction and/or Discussion sections of your interview paper (see description of these sections below).

**** Also, students will spend some time in class in small groups helping each other devise interesting and appropriate interview questions. I will form the in-class groups on the basis of your choice of interviewee (see course schedule for REQUIRED Zoom class meeting date).

For example, all students choosing to interview someone about their experiences with prejudice as a person with a disability will be grouped together. The questions that the group creates will be submitted to me prior to interviews.
The person you interview may or may not be a relative or friend of yours. Arrange a time free from interruptions and other people in a setting comfortable for the person being interviewed. Take careful notes during the interview or tape it (with permission from the person being interviewed) and review it later.

*** Because of COVID precautions, you may conduct your interview using Zoom, Face-time, or any other app that will allow you to “see” your interviewee and observe his/her non-verbal behaviors as well as have a “real” conversation with him/her.

*** It is helpful to email your interview questions to your interviewee BEFORE you meet for your scheduled interview session. Having time to look over the interview questions helps the interviewee generate more thoughtful/detailed answers to your interview questions.

*** You will turn in a 4-5 page typed, double-spaced summary (minimum 12 pt font and 1 inch margins) of the interview and your reactions. The written summary should include the following 5 sections and will be worth a total of 30 points:

♦ **Introduction** - explain who you chose and why; their relationship to you; which articles you read in preparation for the interview and discuss why you chose to include those specific articles in your paper. Also discuss any historical, social, political, and/or economic factors that may have contributed to any prejudice/discrimination your interviewee has experienced

♦ **Methodology** - setting, procedures, etc.; i.e. who was present; whether you taped, took notes, etc; any unusual aspects , e.g. their brother joined you half way through; in other words, anything that might influence your findings

♦ **Findings** - content of the interview, i.e. questions and responses (you can do this in a summary narrative format or in a question/response format; you are NOT required to summarize all interview questions/answers. You may choose to summarize a few of the most “interesting” ones)

♦ **Responses to the interview** – yours and the subject’s; be sure to include your emotional responses as well as your cognitive responses

♦ **Discussion** -- *discuss class readings and/or class lectures about prejudice and their relevance to your findings in this interview*, describe findings of any articles that are relevant to your interview and their implications for your findings (if you have not already done so in the “introduction”).

♦ **Reference page** – cite the articles that you discussed in your paper (the reference page will NOT count toward the maximum 5 page limit)

*** ADDITIONAL GUIDELINES/DIRECTIONS WILL BE PROVIDED ON CANVAS ***

b) **Intergroup Conflict Analysis Assignment** (Maximum page length = 5 pages. Worth 30 pts)

In this assignment, first think of an example of a real or fictitious conflict between groups. This conflict can be between racial/ethnic groups, religious groups, sporting groups, political groups, etc.
**LIMITATION:** Pick a different target group than the group you focused on in the Interview Assignment. For example, if you interviewed an individual due to their experiences with prejudice/discrimination because of their race/ethnicity, then DO NOT pick racial or ethnic groups who are experiencing conflict with one another for this assignment.

Once you have decided on a specific group conflict, then describe **A MINIMUM OF 5 specific course concepts from either the video lectures and/or textbook** and discuss how these concepts are relevant to and/or can be applied to understanding the causes and/or consequences of this conflict.

Possible specific relevant concepts may include (but not limited to): outgroup homogeneity, implicit bias, ingroup bias, etc....

**Use the following format when completing this activity:**

1. Brief description of the intergroup conflict -- which groups are involved in the conflict and the nature of the conflict. Note any historical, social, or economic factors that contribute to this conflict.

2. Number each of the relevant course concepts (i.e., 1, 2, 3, etc.) and underline the specific course concept. Then provide a clear, concise explanation/discussion describing how this concept is a factor contributing to or a consequence of this conflict.

Here's a brief example of what I'm looking for in this activity:

Group A and Group B have experienced conflict with one another for many years in our country. The groups do not like one another and members of the groups have also treated each other very badly and have shown negative behaviors towards each other. *** obviously, your description of the group conflict will be much more descriptive than this example.

Then after the description of the intergroup conflict, start with your discussion of the minimum 5 **SPECIFIC COURSE CONCEPTS**

For example,

1. *ingroup bias* -- Members of Group A will think their group is better than Group B and vice versa. This contributes to the group conflict because group members will favor their own group over the other group. Also, group members will think less favorably about and treat the members of the other group more negatively than their own group.

Then continue with #2, #3, #4, & #5 (or more)

****LIMITATION: DO NOT INCLUDE INGROUP BIAS as one of your 5 course concepts. Please describe 5 other course concepts (not ingroup bias) in your analysis.****

*** Also, make sure to discuss **SPECIFIC** (not general) concepts. General constructs like “stereotypes,” “prejudice,” and “discrimination” are TOO BROAD and will NOT be accepted as a “specific” concept.

*** ADDITIONAL GUIDELINES/DIRECTIONS WILL BE PROVIDED ON CANVAS ***
**NOTE: LATE PAPER ASSIGNMENTS WILL NOT BE ACCEPTED.** Forgetting about a paper assignment or not realizing when the due date was is NOT A VALID REASON for requesting a late paper submission (see Make-up policy in syllabus). Again, it is YOUR RESPONSIBILITY to know when all paper assignments are due.

3. **3 Required Class meetings/Zoom discussions (10 pts each. 3 Zoom meetings = 30 pts total)**

Within each course Module (1-3), you will be required to attend a REQUIRED class meeting during our regular class time (Tues or Thurs 12:00-1:15 pm). Dates for these mandatory Zoom class meetings, description of the course activity, and what is to be submitted by students at the end of the class meeting are indicated on the Course Schedule.

*** Again, these Zoom class meetings are REQUIRED. Attendance/participation is “mandatory”. However, if you have a conflict with any of these dates, please email me BEFORE the class meeting date/time to discuss. (see make-up policy for additional details)

4. **Individual Reaction/Reflection Activity (10 pts each. 3 activities = 30 pts total)**

You will also complete a total 3 individual reaction/reflection activities in this course (1 activity within each Module 1-3). These reaction/reflection activities will ask for your thoughts, feelings, and reactions toward a particular topic relevant to the course concepts.

You may be asked to reflect on a short article, video, or prompt that will be described more in detail on our course Canvas page.

These reaction/reflection activities will usually be 1-2 page typed, double-spaced papers submitted on Canvas no later than the designated day/time indicated in the course schedule.

**NOTE: LATE SUBMISSIONS WILL NOT BE ACCEPTED.** Forgetting the due date is NOT A VALID REASON for requesting a late submission (see Make-up policy in syllabus). Again, it is YOUR RESPONSIBILITY to know when due dates are.

5. **Course Practice/Application Assignments (10 pts each. 3 activities = 30 pts total)**

Within each course module, you will also participate in an assignment that asks you to practice and/or apply a specific class concept to your own life experiences. Details of these course practice/application assignments are provided on our Canvas page. Due dates for these assignments are indicated on Canvas as well as on our class schedule.

**NOTE: LATE ASSIGNMENTS WILL NOT BE ACCEPTED.** Forgetting the due date is NOT A VALID REASON for requesting an extension (see Make-up policy in syllabus). Again, it is YOUR RESPONSIBILITY to know when due dates are.
6. Class participation (Pre & Post test Assessments 5 pts each; 3 Discussion Board posts 5 pts each; “Optional” Zoom class meetings 10 pts) Total class participation = 35 pts total.

Class participation will be assessed through your completion of the Pre & Post-test Assessments (see course schedule for day/time), your Module Discussion Board posts, & your participation during the “optional” Zoom class meetings.

a. Pre & Post-test Assessments:

The Pre & Post-test assessments will NOT count toward your final course grade. But since Psyc 191 is a SJSU Studies course in Area S, I am required to provide “proof” that students are meeting the GE Learning and Content Outcomes outlined earlier in this syllabus. One way I do that is to show that your knowledge & understanding of the course material has improved from BEFORE you took the class to AFTER you have almost completed the course.

Again, your scores on the Pre & Post-test assessments will NOT count toward your final course grade. But you will earn a total of 10 points for completing/submitting both assessments no later than the designated day/time indicated on the course schedule.

b. Discussion Board posts:

Within each course Module, you will be asked to post your comments/thoughts/responses to the specific discussion prompts for that particular module. There will be a total of 3 Discussion Board posts required. Each of the module discussion board posts is worth 5 pts for a total of 15 points maximum.

NO LATE DISCUSSION POSTS WILL BE ALLOWED. Once the discussion board is “locked” on the due date/time, you will NOT be able to post any more comments.

c. “Optional” Zoom class meetings:

Within each course module, there will be some “optional” Zoom class meetings scheduled to discuss class material, assignments, activities, etc (see class schedule for specific days). Although you are not “required” to attend these optional Zoom class meetings, you are HIGHLY ENCOURAGED to attend as there might be important information discussed at these class meetings that you will miss should you choose not to attend. These “optional” class meetings will NOT be recorded. Your participation in these optional class meetings are worth a maximum of 10 points total.

** EXTRA CREDIT (10 pts possible)

Extra credit opportunities will be offered at the discretion of the instructor. Any opportunities for extra credit will be announced on CANVAS. Please check our CANVAS page for a description of the possible extra credit opportunities available to you.

*** EXTRA CREDIT OPPORTUNITY SUBMISSIONS ARE DUE NO LATER THAN TUESDAY, 5/11 AT 9:00 pm (NO EXCEPTIONS – NO LATE SUBMISSIONS WILL BE ACCEPTED)
Important Notes:

1) **MAKE-UP POLICY**

A make-up or extension on a course requirement will be considered ONLY under serious and DOCUMENTED circumstances. Where such circumstances exist, **it is YOUR RESPONSIBILITY to notify me by email as soon as possible and NO LATER THAN 3 DAYS AFTER THE DATE OF THE MISSED CLASS REQUIREMENT. Be ready to provide documentation.**

Appropriate documentation (e.g., a doctor’s note) is required for a make-up to receive full credit. If you are not able to provide documentation, and you have serious and extenuating circumstances that prevented you from fulfilling a course requirement as scheduled, then please email me to discuss this with me.

Again, forgetting a due date is NOT A VALID REASON for requesting a make-up or extension.

2) To receive complete credit on your papers, you must pay careful attention to grammar, spelling, sentence construction, etc. Spell and grammar checkers do not catch all errors - you must PROOFREAD IT! Even better, have someone else proofread it. **Papers that contain many spelling and grammatical errors will result in substantial point reduction.**

**Final Examination or Evaluation**

*The date/time for the final exam in the course is listed on the course schedule. The final is NOT CUMULATIVE and will only cover material after Exam 2. The format for the final is 40 multiple choice questions and will have a 55 minute TIME LIMIT.*

**GRADING INFORMATION**

Your final course grade is based on the 3 exams, 2 course paper assignments, participation in the 3 required Zoom class discussions, 3 individual reaction/reflection activities, 3 course practice/application assignments, & class participation (pre/post-test assessments, module discussion board posts, & optional Zoom class meetings).

Overall, there is a total of 305 points to be earned in this course PLUS any extra credit points you receive (maximum 10 extra credit points).

**Final grades will be based on the percentage of total points you earn. The following grading scale will be used to compute your final course grade.**
Grading summary: 

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>% of Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Exams (40 pts each)</td>
<td>120</td>
<td>~39%</td>
</tr>
<tr>
<td>2 Course Paper Assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview Assignment</td>
<td>30</td>
<td>~10%</td>
</tr>
<tr>
<td>Intergroup Conflict Analysis</td>
<td>30</td>
<td>~10%</td>
</tr>
<tr>
<td>3 Required Zoom class meetings/discussions (10 pts each)</td>
<td>30</td>
<td>~10%</td>
</tr>
<tr>
<td>3 Individual Reaction/Reflection Activities (10 pts each)</td>
<td>30</td>
<td>~10%</td>
</tr>
<tr>
<td>3 Course Practice/Application Assignments (10 pts each)</td>
<td>30</td>
<td>~10%</td>
</tr>
<tr>
<td>Class Participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre &amp; Post-test Assessments (5 pts each)</td>
<td>10</td>
<td>~3%</td>
</tr>
<tr>
<td>3 Discussion Board posts (5 pts each)</td>
<td>15</td>
<td>~5%</td>
</tr>
<tr>
<td>“Optional” Zoom class meetings</td>
<td>10</td>
<td>~3%</td>
</tr>
</tbody>
</table>

Total possible points: 305

Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>299-305</td>
<td>(98-100%)</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>284-298</td>
<td>(93-97%)</td>
<td></td>
</tr>
<tr>
<td>A−</td>
<td>275-283</td>
<td>(90-92%)</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>268-274</td>
<td>(88-89%)</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>253-267</td>
<td>(83-87%)</td>
<td></td>
</tr>
<tr>
<td>B−</td>
<td>244-252</td>
<td>(80-82%)</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>238-243</td>
<td>(78-79%)</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>223-237</td>
<td>(73-77%)</td>
<td></td>
</tr>
<tr>
<td>C−</td>
<td>214-222</td>
<td>(70-72%)</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>207-213</td>
<td>(68-69%)</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>192-206</td>
<td>(63-67%)</td>
<td></td>
</tr>
<tr>
<td>D−</td>
<td>183-191</td>
<td>(60-62%)</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>182&lt;</td>
<td>(&lt;59%)</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: For upper division GE courses (R, S, V):
“Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C− not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.”

Classroom Protocol

Please practice the following guidelines during our Zoom class meetings/discussions.

1. **ZOOM CLASS MEETINGS/DISCUSSIONS**
   - Please do not talk when your instructor or other students are speaking. Please “mute” your microphone when your instructor is talking and/or when other students are asking questions.
   - Students are **ENCOURAGED (but not required)** to turn on their video camera during Zoom class meetings. Turning on your video camera allows your instructor and classmates to see you and helps to simulate more of an “in-person” experience. BUT, again, you are NOT REQUIRED to turn on your video camera during these meetings if you choose not to or feel uncomfortable about doing so.
   - Please be respectful of other people’s experiences, comments, thoughts, opinions, etc. even if you might not agree with what they are saying.
• I hope these class discussions can be a “safe” place where all students feel comfortable to share their own thoughts, experiences, and beliefs without being “judged” by others.

• As educated adults, we should be able to engage in thoughtful debate and discussion with one another without any fear of personal attacks/judgments from others.

***Also see “Netiquette” section earlier in the syllabus.

2. PUBLIC SHARING OF INSTRUCTOR MATERIAL

In accordance with University Policy S12-7, course material developed by the instructor (including video lecture recordings) are the intellectual property of the instructor and cannot be shared publically without his/her approval. You may not publically share or upload any instructor-generated material for this course such as lectures, study guides, or test questions without instructor consent.

The video lectures I provide for the course are intended to aid you in your work in our class and are for your PERSONAL/PRIVATE STUDY PURPOSES ONLY.

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/’
### Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MODULE 0</strong>&lt;br&gt;1/28 – 2/4</td>
<td></td>
</tr>
</tbody>
</table>
| R 1/28 | “GETTING STARTED” -- Introduction to Psyc 191  
FIRST ZOOM CLASS MEETING  
See Canvas page for details and Zoom link  
Module 0 Discussion board posts – DUE BY 9:00 PM |
| T 2/2 | Syllabus “quiz” – DUE BY 9:00 PM |
| R 2/4 | Pre-test Assessment – DUE BY 9:00 PM |
| **MODULE 1**<br>2/4 – 3/2 |
| R 2/11 | ‘OPTIONAL” CLASS ZOOM MEETING  
See Canvas page for details and Zoom link  
INTERVIEW PAPER ASSIGNMENT – SUBMIT the TARGET GROUP of your interviewee by 9:00 PM (see Canvas page for details) |
| T 2/16 | Individual Reaction/Reflection Activity – DUE BY 9:00 PM  
“Privilege” -- Johnson reading (see Canvas for details) |
| R 2/18 | CLASS ZOOM MEETING ***REQUIRED***  
See Canvas page for details and Zoom link  
INTERVIEW PAPER ASSIGNMENT class discussion:  
Interview groups formed & meet via ZOOM to brainstorm & generate additional interview questions. *** Each group will submit their interview questions via Canvas by 5:00 pm for instructor approval. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
</table>
| T 2/23 | Course Practice/Application Assignment – DUE BY 9:00 PM  
IAT Activity – (see Canvas for details) |
| R 2/25 | **‘OPTIONAL” CLASS ZOOM MEETING**  
See Canvas page for details and Zoom link |
| T 3/2 | **MODULE 1 EXAM – Video lectures & Chapters 1, 3, & 4**  
Exam 1 available on Canvas between 12 NOON – 9:00 pm only (60 minute TIME LIMIT) -- 40 multiple choice questions (worth 40 points) |
| **MODULE 2 3/2 – 4/20** | **CLASSICAL/CONTEMPORARY THEORIES OF PREJUDICE, INDIVIDUAL DIFFERENCES IN PREJUDICE, & EXPERIENCING PREJUDICE/DISCRIMINATION**  
Readings: Chapters 8, 5, 6, & 10 |
| T 3/9 | **INTERVIEW PAPER ASSIGNMENT DUE BY 9:00 PM** |
| R 3/11 | **‘OPTIONAL” CLASS ZOOM MEETING**  
See Canvas page for details and Zoom link |
| T 3/16 | **INTERGROUP CONFLICT ANALYSIS PAPER ASSIGNMENT** (see Canvas for details – DUE T 4/6)  
Module 2 Discussion board posts – DUE BY 9:00 PM |
| T 3/23 | Individual Reaction/Reflection Activity – DUE BY 9:00 PM  
“Hate” -- (see Canvas for details) |
| R 3/25 | **‘OPTIONAL” CLASS ZOOM MEETING**  
See Canvas page for details and Zoom link |
| T/ R 3/30-4/1 | **SPRING BREAK** |
| T 4/6 | **INTERGROUP CONFLICT ANALYSIS PAPER ASSIGNMENT DUE BY 9:00 PM** |
| R 4/8 | **CLASS ZOOM MEETING ***REQUIRED*****  
See Canvas page for details and Zoom link  
“Myths of Affirmative Action” – Group discussion via Zoom on Plous article provided on Canvas. ***READ ARTICLE PRIOR TO CLASS – Each group will submit via Canvas their thoughts/reactions toward 3 “myths” described in article by 5:00 pm**.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 4/13</td>
<td>Course Practice/Application Assignment – DUE BY 9:00 PM Microaggression activity (see Canvas for details)</td>
</tr>
<tr>
<td>R 4/15</td>
<td>“OPTIONAL” CLASS ZOOM MEETING</td>
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<tr>
<td></td>
<td>See Canvas page for details and Zoom link</td>
</tr>
<tr>
<td>T 4/20</td>
<td>MODULE 2 EXAM – Video lectures &amp; Chapters 8, 5, 6, &amp; 10</td>
</tr>
<tr>
<td></td>
<td>Exam 2 available on Canvas between 12 NOON – 9:00 pm only (60 minute TIME LIMIT) – 40 multiple choice questions (worth 40 points)</td>
</tr>
<tr>
<td>MODULE 3 4/20 – Final exam 5/21</td>
<td>GENDER/SEXUAL PREJUDICE, AGE, &amp; PREJUDICE REDUCTION</td>
</tr>
<tr>
<td></td>
<td>Readings: Chapters 11, 12, &amp; 13</td>
</tr>
<tr>
<td>T 4/27</td>
<td>Module 3 Discussion board posts – DUE BY 9:00 PM</td>
</tr>
<tr>
<td>R 4/29</td>
<td>“OPTIONAL” CLASS ZOOM MEETING</td>
</tr>
<tr>
<td></td>
<td>See Canvas page for details and Zoom link</td>
</tr>
<tr>
<td>T 5/4</td>
<td>Individual Reaction/Reflection Activity – DUE BY 9:00 PM</td>
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<tr>
<td></td>
<td>“Reflection paper” – see Canvas for details</td>
</tr>
<tr>
<td>R 5/6</td>
<td>Post-test Assessment – DUE BY 9:00 PM</td>
</tr>
<tr>
<td>T 5/11</td>
<td>Course Practice/Application Assignment – DUE BY 9:00 PM</td>
</tr>
<tr>
<td></td>
<td>“Ageism” (see Canvas for details)</td>
</tr>
<tr>
<td></td>
<td><em><strong>LAST DAY TO TURN IN EXTRA CREDIT OPPORTUNITY</strong></em> -- DUE BY 9:00 PM. See Canvas for details (10 extra credit points maximum)</td>
</tr>
<tr>
<td>R 5/13</td>
<td>CLASS ZOOM MEETING <em><strong>REQUIRED</strong></em></td>
</tr>
<tr>
<td></td>
<td>See Canvas page for details and Zoom link</td>
</tr>
<tr>
<td></td>
<td>“Stereotype/Prejudice Reduction Strategies” -- Group discussion via Zoom.</td>
</tr>
<tr>
<td></td>
<td>***READ CHAPTER 13 PRIOR TO CLASS – Each group will submit via Canvas their discussion of 3 specific stereotype/prejudice reduction strategies by 5:00 pm</td>
</tr>
<tr>
<td>Final Exam</td>
<td>MODULE 3 EXAM (Final exam) – Video lectures &amp; Chapters 11, 12, &amp; 13</td>
</tr>
<tr>
<td>FRIDAY, MAY 21 9:45 AM – 12 NOON</td>
<td>Exam 3 available on Canvas between 9:45 AM – 12 NOON only (60 minute TIME LIMIT) – 40 multiple choice questions (worth 40 points)</td>
</tr>
<tr>
<td></td>
<td>*** Start Exam 3 NO LATER THAN 11:00 AM on Friday, May 21 to ensure you have the full 55 minute time limit to complete the exam***</td>
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</tbody>
</table>