The Psychology of Prejudice

PSYC 191

Winter 2026   Section 80   Fully Online   3 Unit(s)   12/22/2025 to 01/16/2026   Modified 11/26/2025

👤 Contact Information

Course and Contact Information Instructor: Dr. Neelam Rattan

Telephone: (408) (924-5653)

Email: neelam.rattan@sjsu.edu or the mail function through course Canvas site

-- I will respond to inquiries within 24 hours during the week and 48 to 72 hours during the weekend.

-- Please write "PSYC 191"in the subject line of your email.

🕐 Course Information

Class Days/Time: Asynchronous

Classroom: Online

Office Hours: Monday from 4:30PM – 6:30PM or by appointment Office hours end on 1/16/2026.

You are encouraged to visit me during virtual office hours or to contact me via email or phone, 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 get in touch with me.

Prerequisites: 1. Completion of Core GE

2. Satisfaction of the Writing Skills Test (WST) or equivalent

3. Upper division standing (60 units or "junior" Completion of, or co-

registration in 100W is strongly recommended.

4. Completion of course in Introductory (General) Psychology course (PSYC 1

or equivalent)

GE/SJSU Studies Category: Area S: Self, Society, & Equality in the U.S.

🖥️ Course Description and Requisites

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.

Satisfies UD Area: 4. Self, Society, and Equality in the U.S. (Formerly Area S).

Prerequisite(s): Completion of Core General Education and upper division standing are prerequisites to all UD GE courses. Completion of, or co-registration in, 100W is strongly recommended.
Grading: Letter Graded

Sustainability Related - SDG 16: Peace, Justice and Strong Institutions 🌿

✳ Classroom Protocols

Course Policies/Expectations

Inclusive Classroom Statement:

Our endeavor will be to work together to develop a learning community that is inclusive and respectful of the diversity in this class, which may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity/ expression, socioeconomic background, and a host of other social identities including our varied life experiences. Expressions of different ideas, opinions, and beliefs will be encouraged and appreciated. Listening to different viewpoints can provide myriads of opportunities for intellectual and personal development and growth.

Classroom Protocol

1. "Netiquette" -- Please use these general guidelines when emailing me and/or when posting on the class discussion boards. When emailing your professor (me):

-- Indicate your class in the subject line of your email (e.g., PSYC 190)

-- Please address me by my formal title, (e.g., Professor or Dr. Rattan) and not MRS. Rattan or Hey! When you send emails to your instructors, it is a "formal" mode of communication. So, it is 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.

-- Do Email Me in Advance to:

-- Set up an individual Zoom/phone 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.

-- 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.

2. Students' responsibilities/expectations

 I expect your safe and full participation in our online sessions. This entails being free from any distractions including driving, the consumption of drugs/and or alcohol and /or multitasking.

a. Students are expected to **check announcements on Canvas regularly** to view course lectures, participate in class activities, complete assignments, and keep updated regarding course announcements.

b. Students are expected to turn in their own individual work independently without any outside help of any kind.

c. All assigned work should be submitted on the specified date.

d. 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 (7th Ed.).

e. **Late work Policy (for assignments, quizzes & exams): Five percent will be taken off from your grade per day for work submitted up to a week late. Work that is late by more than a week will not be accepted.**

f. No credit will be awarded for emailed.

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

h. 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 is 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.

i. **Make up exams:**You will be allowed to reschedule an exam only under extraordinary and well-documented circumstances.**It is your responsibility to notify me before the date of the exam,** either via email or by leaving me a voicemail including your name, and telephone number. a make-up without

appropriate written documentation will result in partial credit (i.e., points will be deducted). 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. If you have any questions/issues regarding any of these policies, please email me directly to discuss them.

3. Academic Integrity

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.

- **Students are expected to turn in their own individual work independently without any outside help of any kind of artificial intelligence tools** like ChatGPT for your assignments. Your originality, your creativity and your distinctive style may be lost when your over rely on Apps such as ChatGPT. **If you choose to use generative AI tools in violation of this policy please remember that:**
- they are typically trained on limited datasets that may be out of date. Further they have been trained on datasets that contain assumptions and will replicate those ways of thinking about the world. Hence these platforms are bias laden. Consequently, critical thinking strategies are of paramount importance when engaging with AI-generated text.
- they rely on language patterns to predict what an answer to a prompt should look like and hence are are not geared to "thinking" about the right response in a way a student would.
- there is "AI hallucination", which means AI will make up things that seem convincing but are not.
- additionally, generative AI datasets are trained on pre-existing material, including copyrighted material; therefore, relying on a generative AI tool may result in plagiarism or copyright violations.
- the goal of generative AI tools is to produce content that seems to have been produced by a human, not to produce accurate or reliable content; therefore, relying on a generative AI tool may result in your submission of inaccurate content.
- it is your responsibility—not the tool's—to assure the quality, integrity, and accuracy of work you submit in any college course.
- you will need to check for accuracy, statistics, citations, data which is generated by AI.
- In case you are using any AI please [cite your sources](#)
- If plagiarism or cheating is detected, then you will be contacted, a meeting will be set up to discuss the matter, since [academic integrity](#) is of paramount importance at SJSU.
- **There will a 10 point deduction if your paper has a plagiarism score and AI generated material score exceeding 10-15%.**

4. Zoom Office Hours Protocol

Use of Camera: It is recommended that you have your camera on in Zoom. If for any reason that is not possible update your Zoom profile by adding your profile picture. This link provides guidance in [customizing your profile](#): https://support.zoom.us/hc/en-us/articles/201363203-Customizing-your-Profile

Zoom Office Hours Etiquette

- Mute Your Microphone: To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- Be Mindful of Background Noise and Distractions: Find a quiet place to "attend" class, to the greatest extent possible
  - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
  - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc. Avoid sitting with lights or windows behind you.
- Position Your Camera Properly: Be sure your webcam is in a stable position and focused at eye level. Avoid sitting with lights or windows behind you. Ensure that your audio and video are functional.
- Limit Your Distractions/Avoid Multitasking: You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- Use Appropriate Virtual Backgrounds: You can use Zoom's [virtual background](https://support.zoom.us/hc/en-us/articles/210707503-Virtual-Background) at https://support.zoom.us/hc/en-us/articles/210707503-Virtual-Background
- If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.
- Mute your mic unless you are speaking, you can quickly unmute your mic by holding the spacebar down.
- Place your laptop on a flat stable surface.
- If using your phone to access the Zoom meeting, position the device horizontally, not vertically and when speaking, look directly into the camera.
- Listen deeply to whomever is speaking in the virtual room. Try not to interrupt, and if you do, apologize.

Recording Zoom Classes: This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

5. **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.

⠿ Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.
Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.
Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website (https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the Psychology BA degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the Psychology BA degree are:

1. Knowledge Base of Psychology. Students will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. 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.
3. Critical Thinking Skills. 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.
4. Applications of Psychology. Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
   Values in Psychology. Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

◎ Course Goals

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

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:

- <u>GELO #1</u>: Describe how identities are shaped by cultural and societal influences within contexts of equality and examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, intersectionalities.
- <u>GELO #2</u>: Analyze historical, economic, political, or social processes that shape diversity, equality, and structured inequalities in the U.S. and reflect on one's own identities and positions within these structures.

- **GELO #3**: Evaluate social actions which have or have not led to greater equality and social justice in the U.S.
- **GELO #4**: Engage in constructive interactions about social issues in the S. within the framework of equality and inequalities.
- 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:

<u>Diversity</u> -- Issues of diversity shall be incorporated in an appropriate manner.

<u>Writing</u> -- 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.

<u>Civic learning</u> -- Courses shall address the civic relevance of the topic in an appropriate manner.

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

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

GELO # 1: Describe how identities are shaped by cultural and societal influences within contexts of equality and examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, intersectionalities.

Activity/assignments used in assessment of this GELO:

<u>Rampant Sexism in the Media and Workforce:</u> Students will write a paper critically examining and analyzing the ways in which advertisements may potentially be contributing to sexism.

<u>Discussion on Ableism.</u>

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

Activity/assignments will be used in assessment of this GELO:

<u>Interview assignment</u>: 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.

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

Activity/assignments used in assessment of this GELO:

<u>Icebreaker Activity on Examining Privilege:</u> For assessing this learning objective, students will be assigned the following reading:

Peggy McIntosh's: Unpacking the Invisible Knapsack

Tatum's article: Why are all the black kids sitting together in the cafeteria

Reflection Quiz on LGBTQ Concerns: Students will be provided with the LGBT Rights Timeline, in fulfillment of this GELO.

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

Activity/assignments used in assessment of this GELO:

    *IAT

    *Reflection Paper on Prejudice Reduction

GE Course Content Learning Outcomes

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

<u>Content Objective # 1:</u> Diversity –Activities and assignments used in assessment of this Content Objective: Issues of diversity shall be incorporated in an appropriate manner.

Activities and assignments used in assessment of this Content Objective:

1. Students' will submit their post in the assigned Dropbox folder on Canvas regarding "Diversity in the Bay Area" which will be used to assess this objective. In this assignment, students will explore whether the racial/cultural/ethnic diversity of the Bay Area makes prejudice/discrimination more or less like

<u>Content Objective # 2: Writing</u> – 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:

- <u>Interview Report, "Is there Sexism in Advertisements?",</u>
- <u>"Examining Efficacy of Strategies Adopted for Prejudice Reduction", online writing assignments and papers</u> – Students' performance on all 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.
- Reflection Paper on Prejudice Reduction

<u>Content Objective # 3: Civic Learning</u> – Courses shall address the civic relevance of the topic in an appropriate manner.

- <u>"Examining Efficacy of Strategies Adopted for Prejudice Reduction"</u>
- <u>Activities and assignments used in assessment of this Content Objective:</u>

<u>Content Objective # 4: Values Clarification</u> – 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:

- <u>Online completion of Values and Ethics</u>

*** 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

ï <u>Pre/Post Assessment Test</u> – 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.

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

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

📊 Course Learning Outcomes (CLOs)

GE UD Area 4: Self, Society, and Equality in the U.S.

In UD Area 4 courses, students study the interrelationships of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, inclusion, inequalities, and justice in the United States. By exploring different perspectives and helping students articulate and discuss their own values, UD Area 4 courses prepare students to live and work responsibly and cooperatively in a multicultural society.

GE UD Area 4 Learning Outcomes

Upon successful completion of an UD Area 4 course, students should be able to:

1. describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, and intersectionalities;
2. analyze historical, economic, political, or social processes that shape diversity, equality, and structured inequalities in the U.S. and reflect on one's own identities and positions within these structures;
3. evaluate social actions which have or have not led to greater equality and social justice in the U.S.; and
4. engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities.

Content

1. Courses shall focus on issues or present perspectives from different academic disciplines and include an integrative assignment appropriate to the course content.
2. Courses shall require students to apply basic skills (reading, writing, speaking, critical thinking, research, and mathematics/quantitative reasoning) gained in Core General Education courses.
3. Assignments must utilize library research and oral and written communication skills.
4. Courses shall promote reflective processes and critical analysis of the civic relevance and ethical dimensions of course topics.
5. Materials must include primary sources appropriate to the disciplinary approaches used in the course (Examples include, but are not limited to, original creative works, scholarly journal articles, interviews, oral histories, historical documents).

Writing requirement

The minimum writing requirement is 3,000 words in a language and style appropriate to the discipline.

📘 Course Materials

Sibley, C.J., & Barlow, F.B. (2018). *The Cambridge Handbook of The Psychology of Prejudice*: Cambridge University Press. ISBN: 9781107485280.

Additional Suggested Readings:

Annamma, S.A., Darrell D. Jackson, D.D. & Morrison, D. (2017). Conceptualizing color-evasiveness: using dis/ability critical race theory to expand a color-blind racial ideology in education and society. *Race Ethnicity and Education, 20(2*), 147-162, DOI:10.1080/13613324.2016.1248837.

López, F. (2022). Can educational psychology be harnessed to make changes for the greater good? *Educational Psychologist,57(*2), 114-130, DOI:10.1080/00461520.2022.2052293

Nelson, T. (2006). *The Psychology of Prejudice.* Second Edition. Pearson Education Inc.

Nelson, T. D., & Olson, M.A. (2024). *The Psychology of Prejudice.* Third Edition. NY: The Guilford Press. ISBN: 9781462553365.

Markus, H. & Moya, P. (2010). *Doing Race*. W.W. Norton & Co Inc. ISBN: 9780393930702.

Strunk, K.K., & Andrzejewski, C.E (2023): Racisms of commission and omission in educational psychology: A historical analysis and systematic review, *Educational Psychologist*, DOI: 10.1080/00461520.2022.2152031

Sue, D.W. and Spanierman, L.B. (2020). *Microaggressions in Everyday Life*. Second Edition. Hoboken, New Jersey: John Wiley and Sons Inc. ISBN: 9781119513797.

Tatum, B.D. (1997). "*Why are all the Black Kids Sitting Together in the Cafeteria?" and other Conversations about Race.* Basic Books, Harper Collins Publishers, Inc., USA

Useful Websites:

UnderstandingPrejudice.org

http://www.reducingstereotypethreat

https://www.splcenter.org

APA Style Tutorial: http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx

Owl APA style resource: https://owl.english.purdue.edu/owl/resource/560/01/

https://interrupting-oppression.tumblr.com/post/102351553722/list-of-isms

Other equipment / material requirements

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

Library Liaison

Bailey, Christa Phone: 408-808-2422

Email: christa.bailey@sjsu.edu

:≡ Course Requirements and Assignments

Canvas

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 and contains the following course material:

ï   Syllabus and tentative course schedule 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 and contains the following course material:

ï   Course announcements

- ï Discussion boards

- ï Class activities/assignments

- ï Course Paper Assignments

- ï Video lectures with slides

- ï Zoom links for class meetings & office hours

- ï Exam study guides

- ï Quizzes & Exams

The course is "asynchronous" .

About Canvas:

ï **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.

ï **Username**: SJSU 9-digit ID number.

ï **Password:** Self-generated password for your SJSUOne account

ï **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/ecampus/teaching- tools/canvas/index.html This website offers a number of Quick Start Learning Guides to help you navigate Canvas tools. Also, detailed guides can be found at https://community.canvaslms.com/community/answers/guides/canvas-guide

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

- ï Phone: (408) 924-2337

- ï Submit a help ticket using the following URL: https://isupport.sjsu.edu/ecampus

- ï While logged into Canvas, click on the word **Help** in the lower left corner of the screen (near the bottom of the global navigation menu).

https://guides.instructure.com/m/4212

MYSJSU Messaging

You are responsible for regularly checking with the messaging system through Canvas. Copies of the course materials such as the syllabus, lecture outlines, and review sheets can be found on Canvas.

Homework assignments, instructions regarding assignments and announcements are posted on the homepage of this class so you are required to check this page daily.

Course Requirements and Assignments

[University Policy S16-9](#), Course Syllabi requires the following language to be included in the syllabus:

"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."

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

Class Participation

ï   Online Participation: Since this is in part an experiential class, participation is crucial to your overall grade performance. Many online activities and discussions will supplement the reading and students are responsible for all material, assignments, and explanations, posted online on canvas. Here is a list of activities that will be graded for online participation points, and these are to be dropped in their assigned Dropbox folders as follows:

*Debate on Diversity in the Bay Area due 12/22 by 11:59 m. (Worth points 10 points)

*Introductory Discussion-Getting to Know You Due on 12/23 by 11:59 m. (Worth 10 points)

*Take the IAT due 1/5 by 11:59 p.m. (Worth points 10 points)

*Online completion of Values and Ethics activity due 1/9 by 11:59 m. (Worth 10 points)

*Discussion on Ableism on 1/14. (Worth 10 points)

Activities/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 turn in the following written assignments:

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

- To prepare to for the interview, I will provide you with a written guide to doing a good 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.
- 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.
- Given the current conditions, you may conduct your interview using Zoom, Facetime, 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 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 5-page typed, double-spaced report (minimum 12 pt. font and 1-inch margins) of the interview and your The written report should include the following 4 sections and will be worth a total of 60 points:

ï *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.

ï *Methodology* – this includes setting, procedures, etc.; who was present; whether you taped, took notes, etc. Any unusual aspects e.g., their sister joined half-way through. In other words, anything that might influence your findings.

ï *Findings* – content of the interview, i.e., questions and responses (kindly follow the question/response format). Also include yours and the interviewee's emotional responses as well as cognitive responses.

ï *Discussion* – This paper must contain at least 3 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.

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

Interview Report is **due on 1/7/2026**, and is to be dropped in the assigned Dropbox folder on canvas, by 11:59 p.m.

ï "Is there Sexism in advertisements?": This paper is worth 50 points and is **due on 1/13/2026**, in the assigned Dropbox folder on Canvas by 11:59 p.m. Further details about writing this paper will be posted under Module 1 on canvas.

ï "Examining Efficacy of Strategies Adopted for Prejudice Reduction": This assignment is worth 20 points. Students will examine their own stereotypes and prejudices toward another social group and explain how these prejudices developed and enumerate three strategies drawn from your reading of the class material and class discussions, they believe would be successful in countering their negative stereotypes and

prejudices and explain why these strategies would be effective. Further details about writing this paper will be provided in class as well as posted under Module 1 on canvas. This paper is **due on 1/15/2026** in the assigned Dropbox folder on Canvas.

Quizzes/Examination(s) of Student Learning

Taking the **Pretest (worth 5 points) on 12/22/2025, by 11:59 p.m. & Posttest (worth 5 points) on 1/16/2026.**

There will be three quizzes **take-home quizzes** each worth 20 points each and a final exam also worth 55 points. Questions will include multiple-choice, and True/False questions.

Quiz	Due Date by 11:59 p.m.	Chapters
1	1/2/2026	1, 2, 3
2	1/6/2026	6, 7, 8, 9
3	1/8/2026	15,16,17
Final Exam	1/16/2026	18, 20, 21, 25, Ageism, Sexism, LGBTQ Timeline, Videos: Eye of the Storm, Ableism

Technical difficulties & Internet connection issues: Canvas autosaves responses a few times per minute as long as there is an internet connection. If your internet connection is lost, Canvas will warn you but allow you to continue working on your exam. A brief loss of internet connection is unlikely to cause you to lose your work. However, a longer loss of connectivity or weak/unstable connection may jeopardize your exam.

Other technical difficulties: Immediately email the instructor a current copy of the state of your exam and explain the problem you are facing. Your instructor may not be able to respond immediately or provide technical support. However, the copy of your exam and email will provide a record of the situation. Contact the SJSU technical support for Canvas at: ecampus@sjsu.edu; Phone: 408 924-2337 https://www.sjsu.edu/ecampus/support/

If possible, complete your exam in the remaining allotted time, offline if necessary. Email your exam to your instructor within the allotted time or soon after.

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 our class will be due on 1/17/2025 by 11:59 p.m.**

Portion for Final Exams— Chapters 18, 20 & 21, 25 Sexism, Ageism, Reducing Prejudice, LGBTQ Timeline, Videos on Ableism and Eye of the Storm. The Final Exam will comprise of 55 multiple-choice questions and each question is worth 2 points (55x2=110), worth 110 points.

 ***IMPORTANT: Take special note of the <u>Final Exam date and time.</u> Final exams are scheduled by the University to minimize conflicts based on class schedules.

Because final exams are scheduled for some time after the last day of instruction, it is IMPORTANT that you keep to that scheduled date/time so you can complete the course and your grade can be submitted to the University by the University's grading deadline.

✔ Grading Information

Grading Information

Students will receive a final grade for this course based on a total of 350 points.

Table Showing Details of Assigned Points for Assignments and Exams

Online Participation	50 Points
3 Quizzes	60 points (20X3)
Final Exam	110 Points(55X2)
Interview Report	60 Points
Sexism in Advertisements Paper	50 Points
Pre & Post Test	10 Points
Paper on Prejudice Reduction	10 Points

Total Possible Points	350

Grading Scale:

Grade	Points	Percentage
A plus	338 to 350	97 to 100%
A	324 to 337	93 to 96%
A minus	314 to 323	90 to 92%
B plus	303 to 313	87 to 89%
B	289 to 302	83 to 86%
B minus	279 to 288	80 to 82%
C plus	268 to 278	77 to 79%
C	254 to 267	73 to 76%
C minus	244 to 253	70 to 72%
D plus	233 to 243	67 to 69%
D	219 to 232	63 to 66%
D minus	209 to 218	60 to 62%
F	208 or lower	

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 you will be notified of these changes in advance via canvas Announcements. You are responsible for noting down any changes made to the class

syllabus.

University Policies

Per [University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/S16-9.pdf)](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at [http://www.sjsu.edu/senate/docs./S90-5.pdf.](http://www.sjsu.edu/senate/docs./S90-5.pdf) More detailed information on a variety of related topics is available in the SJSU catalog, at [http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html.](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html) In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Attendance and Participation

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

Timely Feedback on Class Assignments

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

Accommodation to Students' Religious Holidays

[University Policy S14-7](#) states that San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before

the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html.

Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at

http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

"Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material."

It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class-by-class basis.

In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

"Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent."

For this class, each class session will be recorded via zoom, this is solely for the purpose allowing students in this class to have access to the lecture in case they missed a class. The recorded lecture will be shared with students who are enrolled in this class.

Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/SO7-2.pdf 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. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S07-2 requires approval of instructors.

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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center

"The San José State University Writing Center offers a variety of resources to help students become better writers, and all of our services are free for SJSU students. Our mission is to enhance the writing skills of SJSU students so they can communicate clearly in any setting (informal, academic, or professional). We accomplish this goal through creating original writing resources, offering workshops, and conducting one-on-one and small- group tutoring sessions.

The SJSU Writing Center has two locations: We conduct drop-in tutoring sessions in Clark Hall, Suite 126; we conduct scheduled appointments on the second floor of the MLK Library. We also offer online tutoring sessions using the Zoom web conferencing platform. All appointments can be made online at sjsu.mywconline.com.

All our writing tutors 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 tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment, register for a workshop, or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter.

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/counseling.

Spartan Support Network

"Our campus has developed the Spartan Support Network to bring students together with specific campus resources promoting academic success. I have agreed to participate in this program and may refer you to it if I believe you need the services provided by Spartan Support Network to succeed in this course."

The Academic Counseling Center for Excellence (ACCESS) in the Social Sciences provides General Education advising, academic and graduation planning, mandatory Freshman Advising, probation advising, Statistics and Writing tutoring, career counseling, and Reinstatement and Former Student Returning (FSR) Advising for undergraduate students majoring or intending to major in any of the departments in the College of Social Sciences (COSS). We are committed to helping you develop a clear path to graduation and supporting your academic success.

- Location: Clark Hall 240
- Phone: (408) 924-5363
- Email: socsci-success@sjsu.edu
- Hours of Operation: Monday - Thursday: 8:30 am - 4:30 pm

🏛 University Policies

Per University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

10022, PSYC 191 Psychology of Prejudice Winter, 2026 Course Schedule

Note: The instructor reserves the right to change the date for exams, activities, and papers. Students will be informed ON CANVAS of any changes that are made.

Date	Topics, Readings, Assignments, Deadlines
12/22	Course Introduction, Diversity Issues GELO # 2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S. Content Objective # 1: Diversity & Content Objective # 4: Values Clarification o Debate on Diversity in the Bay Area o Take the Pre-Test **Due in assigned Dropbox folders on 12/22 by 11:59pm**

12/23	GELO # 2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S. Supplemental Readings from Nelson text: An Introduction to the Psychology of Prejudice Chapter 2 Evolutionary Approaches to Stereotyping & Prejudice **Introductory Discussion-Getting to Know You Due on Today 12/23 by 11:59 p.m.**
1/2	GELO # 2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S. Chapter 3 From Prejudice to Social change: A Social Identity Perspective Turning in Interview Questions *** Quiz 1 on Chapters 1 of Nelson text ,2,3 due Today 1/2 by 11:59 pm***
1/5	GELO # 1: Describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, Content Objective # 3: Civic Learning Chapter 6 Intergroup Emotions Theory: Prejudice and Differentiated Emotional Reactions toward Outgroups Chapter 7 Intergroup Threat ** Online completion of Values and Ethics activity due in assigned Dropbox on canvas Today 1/5 by 11:59 pm**
1/6	GELO # 2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S. Chapter 8 Social Dominance Chapter 9 The Dual Process Motivational Model of Ideology and Prejudice *** Quiz 2 on Chapters 6,7,8,9 due Today 1/6 by 11:59 pm***

1/7	GELO #1: Describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, intersectionalities. Chapter 15 Religion and Prejudice Chapter 16 Sexual Prejudice: Advances in Conceptual & Empirical Models Content Objective # 2: Writing **Interview Reports Due on 1/7 in the assigned Dropbox folder on Canvas Today 1/7, by 11:59pm**
1/8	GEL0 # 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 Chapter 17 Weight Bias: Prejudice and Discrimination toward Overweight and Obese *** Quiz 3 on Chapters 15, 16, 17 due Today 1/8 by 11:59pm***
1/9	Chapter 18 Prejudice Against Immigrants in Multicultural Societies * Take the IAT and drop in the assigned Dropbox folder Today 1/9 by 11:59pm*
1/12	Supplemental Readings from Nelson text: Ageism Supplemental Readings: LGBTQ+ Timeline
1/13	Supplemental Readings from Nelson text: Sexism Content Objective # 2: Writing **"Is there Sexism in Advertisements?" paper due in the assigned Dropbox folder on Canvas Today 1/13, by 11:59pm**
1/14	Chapter 25 Prejudice, Stigma, Bias, Discrimination and Health **Discussion on Ableism due on 1/14 by 11:59pm**

1/15	GELO # 4: Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S. Chapter 20 & 21 Recent Developments in Intergroup Contact Research: Affective Processes, Group Status, and Contact Valence Supplemental Readings from Nelson text: Reducing Prejudice **Reflection Paper on "Examining Efficacy of Strategies Adopted for Prejudice Reduction" ** Paper due in the assigned Dropbox folder on Canvas Today 1/15, by 11:59pm**
1/16	Final Exam Due Today 1/16, by 11:59 pm today Syllabus for Finals Chapters 18, 20, 21, 25, Ageism, Sexism, Videos: Eye of the Storm, Ableism Readings: LGBTQ+ Timeline ***Take the Post-Test***