

**San José State University**  
**College of Social Science/Psychology Department**  
**Psychology 191, Psychology of Prejudice, Section 1, Summer 2022**

**Course and Contact Information**

Instructor(s): Jason X. Ventura  
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Email: [jason.ventura@sjsu.edu](mailto:jason.ventura@sjsu.edu)

Canvas Learning Management system  
Available by Zoom appointments

**NOTE:** Replies within 48 hours (except Sundays). If I do not reply, kindly, resend email.

Office Hours: Students do not need to schedule an appointment for office hours; just show up. I will take students on a “first come; first serve” basis. Outside of scheduled office hours will require an appointment.

Tuesdays 1:30 – 2:30 pm  
**\*\*Available by appointment (in person or Zoom)**

Class Days/Time: Tuesdays and Thursdays 11:00 am – 1:15 pm

Classroom: Dudley Moorhead Hall 359

Prerequisites:

1. Completion of Core GE
2. Satisfaction of the Writing Skills Test (WST)
3. Upper division standing (60 units)
4. Completion of course in Introductory Psychology

GE/SJSU Studies Category: AREA S of SJSU Studies **IMPORTANT NOTE:** For students with continuous enrollment as of Fall 2005 “Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments or distinct academic units.”

## Course Description

Psychology of Prejudice will focus on the psychology of prejudice, inequality, and 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, sexual orientation, age, etc.

Class sessions will include lectures, class presentations, discussions, and video clips. Activities that focus on prejudice and diversity will be an important part of classroom events. The class will engage in small group and individual experiential exercises designed to facilitate intrapersonal and interpersonal awareness of issues related to prejudice, discrimination, racial/ethnic identity, etc.

Prerequisites for the course are: 1. Completion of Core GE; 2. Satisfaction of Writing Skills test (WST); 3. Upper division standing (60 units); 4. Completion of Psyc 1 (General or Introductory Psychology).

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

- stereotypes: formation, functions, maintenance, change
- the underlying psychological processes of prejudice: development & maintenance
- “old-fashioned” vs. “modern” racism + ageism & sexism

Some class sessions will involve group discussions – either in small groups or in the whole class group. Therefore, it is imperative that students come prepared to actively participate in class discussions. The success of this class is directly dependent on participation by students.

**\*\*\* NOTE:** Many topics in this course may evoke strong emotions. Within the framework of individual expression, students are expected to show respect for others and their viewpoints, even when those views are opposed to those of the student.

## Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/firstname.lastname> and/or on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. Students are responsible for regularly checking with the messaging system through [MySJSU on Spartan App Portal](#) <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. [For help with using Canvas see Canvas Student Resources page](#) ([http://www.sjsu.edu/ecampus/teaching-tools/canvas/student\\_resources](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources))

## GE Learning Outcomes (Area S) (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 Learning Outcomes (GELO)**

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.

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

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

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

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

Activities/Assignment(s) used in assessment:

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

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

Activities/Assignment(s) used in assessment:

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

**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. Reflection paper -- Students’ performance on this writing assignment regarding this particular topic 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. Stereotype reduction paper -- Students’ performance on the stereotype reduction paper will also be used in assessing this objective. In this paper, students will be required to describe at least three strategies they believe would be successful in reducing their negative stereotypes and/or prejudices about another social group and clearly explain the reasons they believe these strategies would be effective.

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

Activities/Assignment(s) used in assessment:

1. Classroom discussions -- Students’ will engage in discussions (in-class and on Canvas) on topics relating to current issues and race relations in the US.

**Content Objective #2: Writing** -- Written assignments give 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. Psyc of Prejudice, Psyc 191, Spring 2015 Page 5 of 17 1.

Interview paper, Media watch analysis, and out-of-class papers -- Students’ performance on all writing assignments will be used to assess this content objective. It should also be noted that students are highly encouraged to seek instructor feedback regarding the major writing assignments in the course to help improve their writing skills.

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

1. Class participation -- Students’ understanding of how issues impact society will be assessed in classroom discussions.

**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 through written assignments and classroom discussions.

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

2. In-class discussions -- Students' participation in in-class discussions will also be used to assess this objective.

NOTE: "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 (CLO)**

Upon successful completion of the Psychology of Prejudice (PSYC 191) 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**

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.
5. Values in Psychology

Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

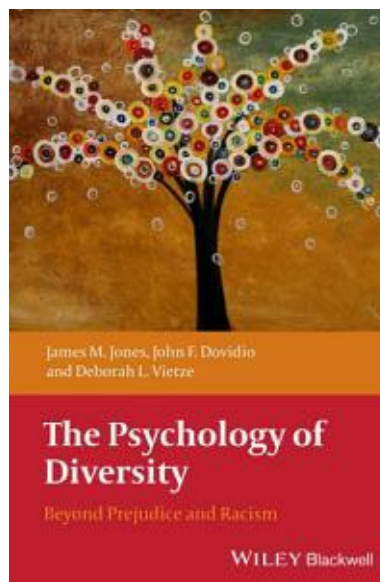
## Required Texts/Readings

### Textbook

Jones, J.M., Dovidio, J.F., & Vietze, D. L. (2014). *The psychology of diversity: Beyond prejudice and racism*. West Sussex, U.K.: Wiley Blackwell.

ISBN: 978-1-4051-6214-2

Students can access a digital copy of this textbook for free through the University Library's electronic collections ("Leganto"). Leganto is available on course Canvas page.



### Other technology requirements / equipment / material

- Regular access to a computer (with Internet connection), and possession of a word processor program (MS Word, Pages, or GoogleDocs)
- Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. **SJSU has a free equipment loan program available for students.** Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See [Learn Anywhere](#) website for current Wi-Fi options on campus.

### Library Liaison

Christa Bailey (408) 808-2422 [christa.bailey@sjsu.edu](mailto:christa.bailey@sjsu.edu)

## 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 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 grade in the course will be based on the following:

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

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

- Students will need to bring laptops to class to take exams.
- Exams will be taken on the Canvas Learning Management System under the “Quizzes” link.
- A lockdown browser will be enabled during exams.
- SJSU has a free equipment loan program [Link to Equipment Loaning From IT](#)
- If students do not bring laptops on exam day, exams will be taken on a SCANTRON 882E form. A #2 pencil, and eraser, required to complete form.
- No bluebook is necessary.

## IMPORTANT NOTICE FOR EXAMS

**LECTURE NOTES & POWERPOINT SLIDES ARE NOT POSTED ON-LINE.** If you miss lecture for any reason, it is YOUR RESPONSIBILITY to get the lecture notes from one of your classmates. I will not email or copy any lectures for students. Exams will be based on lecture material and assigned readings. Study guides will be provided.

Examinations: On exam days, just like every class session, students are expected to be in their seat by the time class begins. **Students who are more than ten minutes late to exams will automatically receive a ten-point deduction.** Reason being: This creates an unfair advantage; students arriving late have more time to prepare than the rest of the class.

No extensions or make-up exams will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. If such a circumstance should arise, **please contact instructor twelve hours before the scheduled exam.**

If students contact instructor within the 12-hour window, a ten-point deduction will be implemented on the make-up exam. **Students will have five days to make up exams.**

## 2. Activity Assignments

Each student will participate in **two activity assignments – individual interview and a media-watch analysis**. These two assignments will be organized around the spheres ('isms) which we are investigating in this class, i.e. race, gender, sexual orientation, abilities, and age.

Students will choose which spheres they would like to investigate in each assignment with the following limitation: **For each student, each of the two activity assignments will involve work on different spheres**. For example, Student A chooses to do the media watch investigation of issues of race and does an interview with a person with a disability. This will help assure that each student has a chance to actively learn about different spheres of prejudice.

The interviews will be completed and graded individually. However, the media analysis will have both a group and an individual component. For the group aspect of the analysis, the whole group will receive the same grade. The individuals will receive a separate grade for the individual component.

The activities are described below.

### **b) Interview Assignment (Maximum page length = 10 pages. Individual paper = 50 pts).**

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

To prepare to for the interview, I will provide you with a written guide to doing a good interview. In addition, you should **find, read, and discuss in your paper at least three journal articles of your choice**. In this discussion, **it is important for you to describe how the content and/or findings of these articles are relevant to the experiences of the person you are interviewing**. You should include discussion of these relevant articles in the Introduction and/or Discussion sections of your interview paper (see description of these sections below).

Also, students will spend some time in class in small groups helping each other devise interesting and appropriate interview questions. I will form the in-class groups on the basis of your choice of interview. For example, all students choosing to interview someone about their experiences with prejudice as a person with a disability will be grouped together. The questions that the group creates will be submitted to me prior to interviews.

The person you interview may or may not be a relative or friend of yours. Arrange a time free from interruptions and other people in a setting comfortable for the person being interviewed. Take careful notes during the interview or record it (with permission from the person being interviewed) and review it later.

\*\*\* You will turn in a **5 page (minimum) - 10 page (maximum)** typed summary of the interview and your reactions. **Papers that go over the maximum page count will receive a ten-point deduction**. **The written summary should include the following 5 sections and will be worth a total of 50 points:**

- **Introduction** - explain who you chose and why; their relationship to you; which articles you read in preparation for the interview and discuss why you chose to include those specific articles in your paper.



- 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; this will be done in a question-and-answer format; questions-**bold font**; response-standard font)
- Responses to the interview – yours’s and the subject’s; be sure to include your emotional responses as well as your cognitive responses
- Discussion -- discuss readings from both textbooks about prejudice and their relevance to your findings in this interview. Describe findings of three scholarly journal articles that are relevant to your interview and their implications for your findings
- Reference page – cite the articles that you discussed in your paper

**c) Media watch analysis (Media analysis annotated bibliography assignment = 20 pts and group presentation of findings = 30 pts)**

You and members of your group will observe and record how people from the sphere you are assigned to investigate are portrayed on television, the movies, or in print/digital advertisements. A detailed description of the assignment will be presented to you later in class.

**For the group portion of this assignment (worth 30 pts), each group will:**

- 1) perform planned observations;
- 2) prepare a slide presentation describing their methodology, stating their research questions/comparisons, and briefly summarizing their findings. Guidelines for the presentation will be provided.

For the individual portion of this assignment, each student will prepare an annotated bibliography (worth 20 pts) -- **5 page maximum. Papers that go over the maximum page count will receive a ten-point deduction.**

**This assignment should include:**

- 1) 3 – 5 scholarly articles/references for your media analysis
- 2) **A BRIEF summary** of the findings of these articles
- 3) A concise discussion of **WHY you chose** the article/reference
- 4) Detailed explanation of **how the article relates to your project and your own media findings.**

Note that part of the media analysis will be done in groups. It is up to group members to decide how to best distribute the workload equally among the individual group members. The entire group will get the same grade on the group portion of this assignment so it is important that each member of the team do all they can to contribute to the group product.

**3. Writing assignments (20 pts total).** Students will also be required to write two short papers. These include:

a. **Stereotype reduction paper (10 pts).** This assignment will be a paper describing a negative stereotype/prejudice you may have about another group and discussing how you might reduce it. To write this paper, I will provide chapter readings. Then, you will describe your negative attitudes about a particular group and where you think your prejudice comes from. Most importantly, you must discuss at least three specific techniques/strategies that you believe will be effective in reducing your negative prejudice and clearly explain why you think these ways would be successful. Maximum length of this paper is 3 typewritten double-spaced pages and will be due on the last day of instruction.

b. **Reflection paper (10 pts).** In this paper, you will describe your reflections on what you learned in this class about your own prejudices -- what they are, their development, their effects on you, how and why they've changed this semester or why they've stayed the same, etc. Please also include any feedback you have about the class/assignments/activities, etc. This can include the things you liked/disliked about the course, things that you would like to have learned more about, etc. Maximum length of this paper is two pages, and will be due on the last day of instruction.

**4. Class participation (15 pts total).** Because this is in part an experiential class, attendance and participation are crucial. You cannot participate if you do not come to class. Thus, absences will diminish the level of participation you can achieve in the class, and will reduce participation points. Many classroom activities and discussions will supplement the reading and students are responsible for all material, assignments, and explanations given in class, even if they were absent.

a. **Other misc. classroom activities.** You will also be given points based on your own participation in various classroom activities throughout the semester. This may include small group (5-6 people) discussions and attendance at the slide presentations.

#### **IMPORTANT NOTES FOR ASSIGNMENTS:**

**Assignments that do not meet the minimum page count will not receive credit.**

Before I read a single word on assignments, I check the page count. If your assignment does not meet the minimum page requirement, I will not read it, and move on to the next student. Title and reference page are not part of the page count.

**Assignments must be structured in APA format.**

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.**

**I WILL ACCEPT LATE PAPERS!** However, late papers will result in half points, and if paper does not meet requirements, you will lose more points. Students will have one week to turn in late assignments. If your paper is not submitted after a week from the due date, it will result in zero points. Late papers will not receive comments or feedback. It is in your best interest to turn assignments in on time.

**How is “on time” defined in this course?** Papers on their assigned due date must be uploaded on to Canvas before midnight. If paper is submitted after midnight your paper is considered late (see above language for late paper policy). The instructor will implement a 10-minute grace period.

**Communication is key! I understand “things happen,” and if an incident should arise, it must be communicated 12 hours before the due date (i.e., 12:00 pm). I will take your notice into consideration when evaluating assignments.**

**To recap: Writing assignments that do not meet minimum page count = no points  
Papers that go over the maximum page count = 10-point deduction**

**EXTRA CREDIT OPPORTUNITIES WILL BE AVAILABLE**

**Final Examination or Evaluation**

The final exam will not be cumulative and will be based only on the material covered after exam two.  
Exam #3 – Thursday, August 4th

“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.”

**Grading Information**

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

Exams (50 pts each)	150 total points (55%)
Interview paper	50 (18%)
Media analysis slide presentation (group portion)	30 (11%)
Media analysis annotated bibliography assignment (individual portion)	20 (7%)
Stereotype reduction paper	10 (4%)
Reflection paper	10 (4%)
Participation	15 (5%)

Total possible points: 285

**Grading Scale:**

A plus 285 to 278	A 277 to 264	A minus 263 to 256
B plus 255 to 250	B 249 to 236	B minus 235 to 227
C plus 226 to 221	C 220 to 207	C minus 206 to 199
D plus 198 to 193	D 192 to 179	D minus 178 to 170
F less than 169		

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

### **Classroom Protocol**

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

1. Please TURN OFF all cell phones and DO NOT TEXT during class time. If you receive an important call/text during class, please step outside of the classroom should you need to respond.
  
2. LAPTOPS ARE FOR NOTETAKING PURPOSES ONLY!
  - Please REMOVE all head/earphones during class.
  
  - DURING CLASS TIME, DO NOT LISTEN TO MUSIC, BROWSE THE WEB, CHECK YOUR “SNAPS,” INSTAGRAM, TWITTER, FACEBOOK, THE LATEST TIK TOK CHALLENGE...ETC.
  
3. If you arrive late, please come in as quietly as you can and sit in the back of the room.
  
4. If you have to leave early, please do so quietly and sit next to the door so you don’t distract other people.
  
5. Don’t talk when your instructor is speaking or when other students are asking questions.
  
6. Please be respectful of other people’s experiences and comments even though you might not agree with what they are saying. Remember...they are not YOU!
  - 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.
  
7. Due to the Santa Clara County mask mandate, no food will be allowed in our classroom. Drinks are permissible.

### **University Policies**

Per [University Policy S16-9](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 [Syllabus Information web page](#) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted

by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

### **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. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#). Students should be aware of the current deadlines and penalties for dropping classes; information available with this link: [Late Drop Policy](#).

**Thursday, June 2nd:** Last day to drop courses without an entry on student's permanent record.

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](#), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the syllabus include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class-by-class basis.
  - In classes where, active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share, or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](#) at <http://www.sjsu.edu/senate/docs/S07-2.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/>.

**Student misconduct regarding academic dishonesty (a.k.a. “cheating”) will result in failure of the class (University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf>; Academic Sanction 4.14)**

## **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, please make an appointment with me as soon as possible, or see me during office hours. Students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

## **Accommodation to Students' Religious Holidays**

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. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

## **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 10<sup>th</sup> 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](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

## **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code).



### SJSU Counseling and Psychological Services

SJSU Counseling and Psychological Services invites “all students to come into Counseling and Psychological Services, located at the Student Wellness Center, room 300B, for any support needed.” Professional psychologists, social workers, and counselors are available to provide 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 Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

## Psychology 191 (Sect.1) / Psychology of Prejudice, Summer 2022, TENTATIVE Course Schedule

**\*\*\*The instructor reserves the right to change the date for exams, activities, and papers. Students will be informed IN CLASS of any changes before they are made.**

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	6/2	<p><b>TOPIC:</b> Introduction to class, syllabus and instructor, overview of course (stereotypes, prejudice, and discrimination), and historical perspectives</p> <p><b>READINGS:</b> Read all of chapter 3</p> <p><b>ASSIGNMENT:</b> Begin thinking about whom you would like to interview</p>
2	6/7	<p><b>TOPIC:</b> Introduction to class, syllabus and instructor, overview of course (stereotypes, prejudice, and discrimination), and historical perspectives</p> <p><b>READINGS:</b> Read all of chapter 3</p> <p><b>ASSIGNMENT:</b> Begin thinking about whom you would like to interview</p>
2	6/9	<p><b>TOPIC:</b> Social cognition, and attitude formation</p> <p><b>READINGS:</b> Read all of chapter 5</p>

Week	Date	Topics, Readings, Assignments, Deadlines
3	6/14	<p><b>TOPIC:</b> Social cognition, and attitude formation</p> <p><b>READINGS:</b> Read all of chapter 5</p> <p><b>ASSIGNMENT DUE</b> - Turn in target person identity of person you intend to interview + interview assignment reviewed (see description in syllabus &amp; requirements on Canvas)</p>
3	6/16	<p><b>8:00-8:45 am - TOPIC:</b> Stereotype formation and maintenance</p> <p><b>8:45-9:55 am - GROUP WORK:</b> Interview groups formed and meet to brainstorm interview questions. Each group must receive approval from instructor; submit interview questions to instructor at end of class. If interview questions are approved, start interview process.</p>
4	6/21	<p><b>TOPIC:</b> Stereotype formation and maintenance</p> <p><b>READINGS:</b> Read all of chapter 7</p>
4	6/23	<b>EXAM #1</b>
5	6/28	<p><b>TOPIC:</b> Origins of prejudice</p> <p><b>READINGS:</b> Read pages 34-46 in chapter 2</p>
5	6/30	<p><b>TOPIC:</b> Origins of prejudice &amp; Affect and Cognition in stereotyping</p> <p><b>READINGS:</b> Chapter 10 pages 272-290</p> <p>Overview of Media Analysis assignment with requirement sheet: Discuss Media Watch assignment (see description in syllabus and handout on Canvas)</p>
6	7/5	<p><b>TOPIC:</b> Affect and Cognition in stereotyping (cont.)</p> <p><b>ASSIGNMENT DUE</b> - INTERVIEW PAPERS (before midnight)  <b>AND submit media analysis selection on Canvas (before midnight)</b></p>
6	7/7	<p><b>8:00-8:45 am - TOPIC:</b> Intergroup Interactions Pitfalls and Promises + Prejudiced personality</p> <p><b>8:45-9:55 am - GROUP WORK</b> – Media analysis groups formed and meet to brainstorm research questions. Each group will turn in three research questions.</p>



Week	Date	Topics, Readings, Assignments, Deadlines
		Groups must receive approval from instructor; submit questions at end of class. If media analysis questions are approved, start working on presentation.  <b>READINGS:</b> Read pages 239-251 in chapter 9 AND Read all of chapter 4
7	7/12	<b>TOPIC:</b> Prejudiced personality  <b>READINGS:</b> Read pages 239-251 in chapter 9 AND Read all of chapter 4
7	7/14	<b>EXAM #2</b>
8	7/19	<b>TOPIC:</b> Old Fashion vs. Contemporary Theories of Racism and introduce Discrimination  <b>READINGS:</b> Read all of chapter 8
8	7/21	<b>CLASS RESERVED FOR MEDIA ANALYSIS PRESENTATIONS</b>  <b>ASSIGNMET DUE</b> – Submit media analysis presentations (before midnight)
9	7/26	<b>TOPIC:</b> Discrimination  <b>READINGS:</b> Read pages 147-163 in chapter 6 <b>AND</b> <u>Begin</u> reading chapter 13 (this chapter as well as other selected readings will be used for “Stereotype Reduction and Reflection” writing assignment)
9	7/28	<b>TOPIC:</b> Discrimination (cont.), ageism, and reducing prejudice Introduce stereotype reduction and reflection writing assignment.  <b>READINGS:</b> <u>Continue</u> reading pages 147-163 in chapter 6 <b>AND</b> Chapter 13 (this chapter as well as other selected readings will be used for “Stereotype Reduction and Reflection” writing assignment)
10	8/2	<b>TOPIC:</b> Discrimination (cont.), ageism, and reducing prejudice  <b>READINGS:</b> <u>Finish</u> reading chapter 13 for “Stereotype Reduction and Reflection” writing assignment  <b>ASSIGNMENT DUE</b> - Stereotype Reduction and Reflection paper (before midnight)