

**San José State University**  
**Psychology Department**  
**Fall 2022**  
**PSYC 191-02 Psychology of Prejudice**

**Course and Contact Information**

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Office Hours: Mondays and Thursdays, 2:45-3:45

\* By appointment only, via email \*

Class Days/Time: Tuesdays and Thursdays, 1:30 – 2:45 PM

Classroom: DMH 161

Prerequisites: Completion of Core GE  
Satisfaction of the Writing Skills Test (WST)  
Upper division standing (60 units)  
Completion of, or co-registration in, 100W  
Completion of course in Introductory Psychology (PSYC 1)

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GE/SJSU Studies

Category: Area S: Self, Society & Equality in the U.S.

**Course Description**

**SJSU Course Catalog Description:** Provides an examination of psychological theory and research related to prejudice and discrimination from the perspectives of both the holders and targets of prejudice. Includes individual and small group exercises to provide experiential learning. Prerequisite: Completion of Core GE, satisfaction of Writing Skills Test and upper division standing.

Passage of the Writing Skills Test (WST) or the WST Directed Self Placement 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.

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

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

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

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

- Stereotypes: formation, functions, maintenance, change
- The underlying psychological processes of prejudice: development & maintenance
- “Old-fashioned” vs. “modern” racism
- Ageism & sexism

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

**\*IMPORTANT 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.

### **Learning Outcomes and Course Goals**

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

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

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

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

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

of equality and inequality.

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

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

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

### **GE Course Content Learning Outcomes**

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

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

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

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

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

### **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.

2. In-class writing: Students' performance on in-class writing assignments will also be used to assess this learning objective. Specifically, the writing assignment on racial profiling is particularly relevant since it seems to relate most directly to processes described under this objective.
3. Class participation: Students' participation in class discussions about assigned subjects covering multiple levels of suppression in societies will also be used to assess this objective. Class discussions are specifically designed to increase students' awareness of the impact of the dominant discourses in the society on ways individuals treat themselves and others addressing the concepts of equality and inequality 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).

Activities/Assignment(s) used in assessment:

1. In-class writing: Students' performance on the in-class writing assignment regarding the topic of affirmative action will be used in assessment of this objective. In particular, students' understanding of this issue, their ability to describe the arguments for and against it, and their knowledge of how it has impacted minorities and society as a whole will be evaluated.

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

Activities/Assignment(s) used in assessment:

1. Out-of-class writing (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. In-class writing: Students' performance on the in-class writing assignments regarding Diversity in the Bay Area will be used to assess this objective. In these assignments, students will explore whether or not the racial/cultural/ethnic diversity of the Bay Area makes prejudice/discrimination more or less likely.

**Content Objective #2: Writing** – Written assignments should include both in-class and out-of-class writing, giving students practice and feedback throughout the semester. Evaluative

comments must be substantive, addressing the quality and form of writing. A minimum of 3000 words of writing is required in a language and style appropriate for the discipline.

Activities/Assignment(s) used in assessment:

1. Interview paper, media watch analysis, in-class writing, and out-of-class papers: Students' performance on all writing assignments will be used to assess this content objective.

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

Activities/Assignment(s) used in assessment:

1. In-class writing: Students' in-class writing assignments will be reviewed to assess their ability to describe how the paper topics (i.e., racial profiling, affirmative action, etc.) impact individuals as well as society as a whole.
2. Class participation: Students' understanding of how the issues presented in the articles and videos addressing the influence of the dominant discourses in the society on the ways individuals treat themselves and others will also be assessed in this activity.

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

Activities/Assignment(s) used in assessment:

1. Out-of-class writing (reflection papers) -- Students' performance on the reflection paper writing assignments will be used to assess this content objective. In these papers, students are asked to write about their own prejudices, what they are, their development, their effects on themselves and on others, and 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.

### **Course Learning Outcomes (CLOs)**

Upon successful completion of the Psychology of Prejudice course, students will be able to:

CLO 1: Recognize and describe how prejudice shapes the experiences of people who are most often the targets of prejudice in the U.S. (i.e., racial, ethnic, gender, age, sexual orientation, etc.).

CLO 2: Recognize and describe the underlying psychological processes which, in conjunction with societal forces, lead to the development and maintenance of stereotypes and prejudice.

CLO 3: Apply critical thinking skills to identify and analyze prejudicial beliefs and behaviors

CLO 4: Articulate the effects of stereotypes and prejudice in their own experiences.

## **Program Learning Outcomes (PLOs)**

Upon successful completion of the psychology major requirements:

*PLO1 – Knowledge Base of Psychology* – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

*PLO2 – Research Methods in Psychology* – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

*PLO3 – Critical Thinking Skills in Psychology* – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

*PLO4 – Application of Psychology* – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

*PLO5 – Values in Psychology* – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

## **Required Texts/Readings**

There are three sources of readings for this course. All are required reading. The course reader can be purchased from Maple Press. The required book can be purchased from the bookstore or online from your favorite used (or new) site. We will also be using some related articles and videos which can be found on Canvas. I expect you to have completed the readings prior to the class meeting, including the assigned articles and chapters from the book. This will greatly facilitate our discussions and will help you get answers to questions that will arise while you read each assignment.

## **Required Texts**

**SJSU Reader from Maple Press** – You can call Maple Press or order online on Maple Press's website (link: <https://maplepress.net/readers/product/psy-191-01-lundquist/>) and either pick it up in store or choose priority mail.

Location: 330 S Tenth St. #200, San Jose, CA 95112, Phone: (408) 297-1000

*Sight Unseen* by Ellyn Kaschak

ISBN: 9780231172905

## **Office Hours**

My office is at DMH 310 and my office hours are on Mondays from 2:45 PM to 3:45 PM, and Thursdays from 2:45 PM to 3:45 PM. Please email me to set up an appointment. If you cannot make one of these times, you can email, or see me after class to set an appointment. I want to be available to you. If you email me, you can generally expect a response back in 48 hours during

the week. If you email on a Friday or over the weekend, you will not hear back from me earlier than the next Monday.

The best time to catch me is right after class and let me know if you need to see me at another time. Office hours are by appointment, and appointments are set up first come, first serve. Please set a time with me individually. During office hours we can discuss course questions or other topics of interest to you.

### **Course Canvas Site**

The course Canvas site is an online resource supplement for this course. Use of this site and the information provided is **not** a substitute for attending lectures. The site will be updated regularly throughout the semester. This site contains:

- Links to webpages that will be of use to you throughout the course
- Handouts and articles
- Schedule for readings and assignments
- Assignment submission

Only some of the material of this course is on Canvas. Canvas will not be a sufficient substitute for coming to class, as I will be elaborating on the material during the lectures.

In addition to the notes, the Canvas page will have a copy of the course schedule, which I will try to update as we go along, as well as copies of the additional readings required for this course. If you have trouble accessing these materials, come and see me, we will figure it out together.

**Check this site regularly for course announcements, articles, assignments, and other course materials.**

To access the Canvas site, go to <http://www.sjsu.edu/at/ec/canvas/> and click on “Log in to Canvas”

**Username** = SJSU 9-digit ID

**Password** = your current SJSUOne password

For additional information or help with logging in:

**Canvas Student Tutorial:** <http://www.sjsu.edu/at/ec/canvas/>.

**Note:** clearing your browsing history may help if you have trouble logging into the site.

### **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. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

## **Quizzes**

The quizzes are meant to stimulate your reading of the text and keep you ahead of the lecture material. All questions will be based on the assigned readings and class discussions.

The quizzes are generally completed in the last 10-15 minutes of class. The quizzes will not be repeated so if you are not in class on the day that the quiz is given to you, you will miss 8 points. Please keep track of your quiz schedule and the scores you receive.

## **Writing Assignments**

The writing assignments are designed to have you interact with the material at a more personal level.

### **1. Activity Assignments**

Each student will participate in two activity assignments – individual interview and a media-watch vs. real life 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 ensure 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. Individuals will receive a separate grade for the individual component.

The two activities are described below.

#### ***a) Interview Assignment***

Maximum page length = 5 pages, 12 pt. font, double-spaced. 60 pts - DUE Thursday, 11/17

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 3 journal articles of your choice. In this discussion, it is important for you to describe how the content and/or findings of these articles are relevant to the experiences of the person you are interviewing. You should include discussion of these relevant articles in the Introduction and/or Discussion sections



of your interview paper (see description of these sections below).

Also, students will spend some time in class in small groups helping each other devise interesting and appropriate interview questions. I will form the in-class groups on the basis of your choice of 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 **4-5 page** typed summary of the interview and discussion of the articles. The paper should be typed in 12-point font, double-spaced. The written summary should include the following 5 sections and will be worth a total of 60 points:

- Introduction: Explain who you chose and why; their relationship to you; which articles you read in preparation for the interview and discuss why you chose to include those specific articles in your paper. Also discuss any historical, social, political, and/or economic factors that may have contributed to any prejudice/discrimination your interviewee has experienced
- Methodology: Setting, procedures, etc.; i.e. who was present; whether you taped, took notes, etc.; any unusual aspects, e.g. their brother joined you half way through; in other words, anything that might influence your findings
- Findings: Content of the interview, i.e. questions and responses (you can do this in a summary narrative format or in a question/response format)
- Responses to the interview: Yours and the subject's; be sure to include your emotional responses as well as your cognitive responses
- Discussion: Discuss class readings and/or class lectures about prejudice and their relevance to your findings in this interview, describe findings of any articles that are relevant to your interview and their implications for your findings
- Reference page: Cite the articles that you discussed in your paper in APA format

***b) Media Watch vs. Real Life Analysis***

**(Individual Reference Page with explanations = 40 pts & Group Poster of findings = 30 pts)**

Individual Reference Page DUE Thursday, 9/29

Group Poster DUE 11/22 – 12/6

You and members of your group will observe and record how people from the sphere you are investigating are portrayed on television, the movies, in print advertisements and real life. 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 (Media and Real Life);
- 2) Prepare a **Poster** describing their methodology, stating their research questions/comparisons, & briefly summarizing their findings. Guidelines for the poster will be provided.

Each student will complete Poster Rating evaluations for each group's poster other than their own. These will be used to help determine the group's poster presentation grade. It is expected that each student attends each poster presentation to support their classmates and complete the in-class evaluations!

For the individual portion of this assignment, each student will prepare a **reference page with explanations** (worth 40 pts); **5 pages maximum** (12pt font, double-spaced). This reference page 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.**

## 2. In-class writing (50 pts)

Nine times during the semester, you will be asked to write about your own opinions, beliefs, values, and reflections about videos we will watch in class and/or “controversial” topics relevant to the issues of prejudice, discrimination, equality, and/or inequality. Some of the topics you may be asked to write about include racial profiling, same- sex marriages, and affirmative action. In addition to writing about your own values regarding these topics, you will also be asked to discuss the civic relevance of this topic for the “real” world. In other words, I want you to discuss what you think the implications are of each of these topics for people in general and for society as a whole.

## 3. Out-of-class writings

In addition to the in-class writing, you will be required to write ten short one-page papers, and a stereotype reduction paper. These include:

- a. **Stereotype reduction paper (35 pts, due Tuesday, 12/6).** This assignment will be a paper describing a negative stereotype/prejudice you may have about another group and discussing how you might reduce this it. To write this paper, you must first read the last chapter of your reader. 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 3 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 typed pages, 12pt font and double-spaced.

b. **Reflection papers (50 pts).** In these papers (10 total), you will describe your reflections on what you learned the assigned chapters—what connections you made, what you learned, etc. Reflections are NOT meant to be summaries of the assigned readings, and you will not get full credit for summaries submitted as reflections. You will also be asked to 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. Maximum length of each paper is 1 typed page, double-spaced, 12pt font. Please see the modules on Canvas and the class schedule for due dates. Reflections should be turned in in class on the day they are due.

#### 4. **Class participation (60 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 your grade. Class participation includes active listening, asking questions and making comments relevant to the topic discussed in each class. 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. **Self-Evaluation of Participation (10 pts, due Thursday, 10/6).** Around halfway through the semester, you will be required to complete the *Self-Evaluation of Participation* form on Canvas. This gives each student an opportunity to assess his or her own level of participation in the course to date. More importantly, it can serve as a prompt to do things differently in the course to improve that level of participation. The professor will give feedback about the accuracy of that evaluation and brief feedback about how to proceed in the course from there.

b. **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 poster presentations and panel discussions.

**NOTE** that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

## Important Notes:

- 1) 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.**
- 2) 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 work load 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.

### *\*Online and in-person (hard copy) submissions*

You must turn in your assignments in two ways: (1) in person, printed copy of the completed paper on the day it is due; and (2) online upload on Canvas. Canvas will upload it to Turnitin, which is a plagiarism detection and originality analysis system. You will receive feedback about the amount of copying you may have done in your paper before you turn in your final version. You can still correct any mistakes or plagiarism based on this feedback BEFORE you turn in your final paper by the deadline. Once the deadline has arrived, the last version uploaded will be your final paper. The following file types are compatible with the online process: MS Word, WordPerfect, PostScript, Acrobat PDF, HTML, RTF, and Plain Text. If you plagiarize your paper, it will be detected here. Plagiarism will result in a failure in the course and possible dismissal from the university. I assume that you have completed the plagiarism ([tutorial](http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm) available here: <http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm>) by the time you have taken this class. If not, please do so as it will help you avoid making costly mistakes.

Please contact me with questions BEFORE the paper is due. Please ask any questions you have about the paper or presentation in class! It will benefit everyone to hear the answer to your questions. Usually when one person has a question, more than one person shares the same question.

### **Final Examination or Evaluation**

The final exam will be descriptive and will be based on the contents of the assigned readings. Please check the syllabus or Canvas site for the date that the final is scheduled!

[University policy S17-1](http://www.sjsu.edu/senate/docs/S17-1.pdf) at <http://www.sjsu.edu/senate/docs/S17-1.pdf> 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.

## Grading

Assessment Items and Their Value			
	How Many?	% of Final Grade	Points
Interview Paper	1	60/400=15%	60
Media Analysis Reference Page (Individual)	1	40/400=10%	40
Media Analysis Poster Presentation (Group)	1	30/400=8%	30
Stereotype Reduction Paper	1	35/400=9%	35
Quizzes	5	40/400=10%	8 each (40 total)
Reflections	10	50/400=13%	5 each (50 total)
In-Class Writing Assignments	9	45/400=11%	5 each (45 total)
Participation	Lots	50/400=13%	50
Self-Evaluation of Participation	1	10/400=3%	10
Final	1	40/400=10%	40

**TOTAL: 400**

The grading scheme for this course is determined as follows:

A plus = 100-99%	A = 98-93%	A minus = 92-90%
B plus = 89-87%	B = 86-83%	B minus = 82-80%
C plus = 79-77%	C = 76-73%	C minus = 72-70%
D plus = 69-67%	D = 66-63%	D minus = 62-60%
F = 59-0%		

### Extra Credit

Extra credit assignments are given at the *instructor's discretion*. Should extra credit opportunities be extended, the total amount of extra credit points earned by a student cannot exceed 1 – 2 % of the total number of points available in the course.

### Make-up Exams

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 me as early as possible and be ready to provide documentation.**

### Late Assignments

Assignments are due at the start of class (turned in during class) on the day indicated on the course schedule. If due dates are changed, the new due date will be announced in lecture and posted on Canvas in a timely fashion. No extensions 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 me as early as possible and be ready to provide documentation.**

In the case of unexcused late submissions, late assignments will be accepted throughout the semester with no explanation needed. These late assignments will automatically be given half credit regardless of when they are turned in (unless they are excused).

### **Extra Credit**

Extra credit assignments are given at the *instructor's discretion*. Should extra credit opportunities be extended, the total amount of extra credit points earned by a student cannot exceed 1 – 2 % of the total number of points available in the course.

### **Classroom Protocol and Policies**

I believe that the classroom is a professional environment where we co-create a dialogical context to facilitate learning and exchange of knowledge and experiences. The guiding principles are to **be respectful and attend to what is going on in class**. I expect that you be mindful of these codes of conduct as classroom etiquette breaches will not be tolerated and will be grounds for dismissal from the class.

1. Be polite and respectful to the other people in the class, particularly when engaged in discussion. While I encourage an open discussion of many ideas, please refrain from using language that is prejudicial or hurtful to others.
2. Do not carry on conversations with others during lecture. (If you have a question or point to make, just say it so we can all hear it!)
3. Please turn off your cell phone for the time you are in class. If you need to receive an emergency call, let me know about it in advance. Never take a call and start talking during class.
4. Never bring out a cell phone during an examination period.
5. Do not text message during lecture.
6. You may not use a laptop in class. If you have a disability with a need for such an accommodation to take notes, please contact me and we will make an exception.
7. Attend to the lecture material. Do not work on any other course material during class, including studying for other exams.
8. Do not sleep during class.
9. A student displaying disrespectful or disruptive behavior will have 10 points deducted from their participation and be asked to leave the rest of that class session.

The information in the syllabus is for your convenience. Any portion of it may change as seems appropriate, especially the dates on which the tests occur (except the final exam).

You are responsible for keeping current on any deviations from the class syllabus, particularly rescheduling of tests. Check the Canvas page if you cannot be in class and want to check the times for exams, etc. Generally, I will lecture in class, and **participation is highly encouraged. Participation makes the class much more interesting and allows you to develop your critical thinking skills. Questions are welcome at any time.**

## Letter of Recommendation Policy

I receive many letter of recommendation requests each semester. I have written guidelines regarding what I need from you when you request a letter of recommendation from me. You can find these guidelines on my profile on the San José State University website, <https://www.sjsu.edu/people/simone.lundquist/>.

## Contacting Instructor

1. **I will answer emails M - F, 9:00 - 5:00.** If you email me at night or on the weekends, do not expect a response until the next weekday, at the earliest.
2. **Through Canvas mail function.** Best for private questions and comments.
3. **Through regular email.** [simone.lundquist@sjsu.edu](mailto:simone.lundquist@sjsu.edu).
4. **By phone.** Best if you need to contact me quickly and cannot use email at the time.
5. **Consider emails for this course as professional correspondence (see sample correspondence below).**
  - a. **Subject Line** should include your class and a brief description of the issue (e.g., Subject: Psych 191: absence on 10-10-11).
  - b. **Greetings** should be formal and use your instructors title (e.g., Dear Dr. Lundquist or Professor Lundquist)
  - c. **Identify yourself** and the course/section you are in.
  - d. **Issue or question** should be stated clearly, concisely, respectfully, and with attention paid to grammar, complete sentences, and so forth.
  - e. **Expect replies within 1 - 3 days.** Polite follow-ups are encouraged if you have not heard from me in a reasonable amount of time.

## Example email correspondence

**Subject:** Psyc 191: Assignment due date question

Dear Professor Lundquist (or Dr. Lundquist),

My name is Miranda Jackson and I am in your 191 class that meets T/Th 13:30 - 14:45. I am not sure when the Response Journal assignment is due because of conflicting information. The syllabus schedule says Nov. 5, but the assignment sheet itself says Nov 9. Thank you for your attention to this matter.

Regards,  
Miranda  
Student ID # 001234567

## **Attendance**

**Regular attendance is necessary to do well in the course.** Although the course has an online resource, this resource is not a substitute for attending lectures. Attendance is strongly recommended. I expect you to come to every class. If you do not attend classes, you will definitely miss material that will appear on the exams. Class is also the time to have any questions answered that you may have. Material not presented in class but which appears in assigned readings will also be included on the exams. The exams will cover material from lectures, assigned articles and your textbook. While the lectures include some material from the text, it will also contain different material. If you see contradictions between the lecture and the material in the text, please do not hesitate to ask about this in class. There will be pop quizzes and writing assignments for this class which if you do not come to class, you will likely miss. These quizzes and assignments count toward your final grade. For all these reasons, it will not be advantageous to you if you miss any classes.

## **Laptops**

In-class laptop use (if deemed necessary by the professor) should be restricted to course-related activities (e.g., taking notes). Other activities (e.g., web surfing) distract both the instructor and students and will not be tolerated. You will be asked to turn off your laptop if you are engaged in non-class activities. You will be asked to refrain from laptop use for the duration of the course if this behavior continues. If you have trouble with or concern about this policy, come and talk to me.

## **Cellphones and other electronic devices**

Please be certain to turn off or put in silent mode all cell phones, pagers, and any other devices that produce distraction prior to entering the classroom.

## **Late arrivals**

If you must arrive late or leave early, please do so quietly and with a minimum of distraction.

## **Be respectful of others**

Respect differing points of view offered by students. Independent discussions should not be happening when someone is addressing the class.

## **I expect you to come to class prepared**

“Prepared” means you have completed the readings and any assignment before class starts, and written down any questions you had from the assignment. You should be as prepared as you expect your professor to be.

## **Communication**

Use email!!! Use office hours! Talk to me!!

## **Check the course Canvas site regularly**

If I become ill, I will inform you the night before that I will be absent. Please email me before class if you will not be in class. Please set your spam controls to accept my email address.



## **Recording of Class Lectures & Sharing/Distribution of Course Content**

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. This 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.

- If you wish to record lectures for your private, study purposes, please discuss this with the instructor. **Written permission** to record lectures will need to be granted 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. **This policy extends to both content presented in the classroom and posted on the Canvas site.** This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

## **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, dropping and adding, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/> Make sure to visit this page to review and be aware of these university policies and resources.

## **Student Resources**

### **Librarian: Psychology**

The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials. The library also has an abundance of resources for doing psychology research.

The library liaison for the Psychology Department is Christa Bailey. You can contact her at (408) 808-2422 or at [Christa.Bailey@sjsu.edu](mailto:Christa.Bailey@sjsu.edu) if you have library research questions, or questions about accessing library resources. You can also visit <http://libguides.sjsu.edu/psychology>.

## **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

## **ACCESS Success Center**

The [ACCESS Success Center](http://www.sjsu.edu/access/) is a resource for College of Social Sciences students, which includes psychology majors. This center provides mentoring, tutoring, and advising especially geared for social science majors. The center provides workshops and presentations on writing, statistics, graduate school applications, and so forth. Visit their webpage for more information, <http://www.sjsu.edu/access/>

## **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](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 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 Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. 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, Psychology of Prejudice, Fall 2022

## Course Schedule

This is a tentative timeline and we may deviate from it. It is your responsibility to know where we are in the readings and if the test dates or materials to be included on tests might have been changed. We will work very hard to stay on schedule.

Date	Topic	Readings Due	Assignments Due
WEEK 1 08-23	Introduction to course	First Day Welcome!	
WEEK 1 08-25	Discussing our prejudice and acts of discrimination and the ones we have witnessed	Watch: If someone doesn't understand privilege (in-class)	
WEEK 2 08-30	Social Construction	Course Reader: Pages 1-17 ("Social Construction: From 'What Is' to 'What Could Be'" from <i>An Invitation to Social Construction</i> by Kenneth Gergen)  Watch: White Boy Privilege video (in-class)	
WEEK 2 09-01	Constructing the Real and the Good	Course Reader: Pages 18-31 ("Constructing the Real and the Good" from <i>An Invitation to Social Construction</i> by Kenneth Gergen)	Quiz 1 (Reader Pages 1-31)
WEEK 3 09-06	Introduction to Prejudice and Discrimination  Small Group Discussions on devising interesting/appropriate interview questions	Course Reader: Pages 33-54 ("Introduction to Prejudice and Discrimination" from <i>Social Psychology of Prejudice</i> by Melinda Jones)  Read Interview Assignment Guidelines  Overview PowerPoint (Canvas)	Quiz 2 (Reader Pages 33-54)
WEEK 3 09-08	The Eye of the Beholder	<i>Sight Unseen</i> Chapter 1	Reflection Paper 1 on <i>Sight Unseen</i> Chapter 1
WEEK 4 09-13	Racism, Sexism and Antigay Prejudice	Course Reader: Pages 55-80 ("Racism, Sexism, and Antigay Prejudice" from <i>Social Psychology of Prejudice</i> by Melinda Jones)	In-Class Writing Assignment 1
WEEK 4 09-15	Blind Date	<i>Sight Unseen</i> Chapter 2	Reflection 2 on <i>Sight Unseen</i> Chapter 2
WEEK 5 09-20	Unexpected Journey: Invitations to Diversity	Course Reader: Pages 81-101 ("Unexpected Journey: Invitations to Diversity" by Dean Lobovits and John Prowell)	Quiz 3 (Reader Pages 81-101)

Date	Topic	Readings Due	Assignments Due
WEEK 5 09-22	Invitation to narrative practitioners to address privilege and domination	Course Reader: Pages 103-127 (“An invitation to narrative practitioners to address privilege and dominance” from the Dulwich Centre)	Quiz 4 (Reader Pages 103-127)
WEEK 6 09-27	Invitation...continued	Course Reader: Pages 81-127 (Continued)	In-Class Writing Assignment 2
WEEK 6 09-29	The Color of Blindness	<i>Sight Unseen</i> Chapter 3  Read Media Watch vs. Real Life Analysis Reference Page instructions	Reflection 3 on <i>Sight Unseen</i> Chapter 3
WEEK 7 10-04	Hiding in Plain Sight	<i>Sight Unseen</i> Chapter 4	In-Class Writing Assignment 3
WEEK 7 10-06	Looks are Everything	<i>Sight Unseen</i> Chapter 5	In-Class Writing Assignment 4  <b>Self-Evaluation of Participation Due</b>
WEEK 8 10-11	Three’s Company	<i>Sight Unseen</i> Chapter 6	Reflection 4 on <i>Sight Unseen</i> Chapter 6
WEEK 8 10-13	Talking Black: The Color Code	<i>Sight Unseen</i> Chapter 7	<b>Media Analysis Reference Page Due</b>
WEEK 9 10-18	Double Blind: Abigail	<i>Sight Unseen</i> Chapter 8	In-Class Writing Assignment 5
WEEK 9 10-20	Stereotyping, Prejudice and Discrimination	Review past readings and reflect on the impact of what you have read and discussed in this class  Read Poster Presentation instructions  Read Stereotype Reduction Paper instructions	Reflection 5 on the question “What has changed in you as a result of this class?”
WEEK 10 10-25	A Conversation About Accountability	Course Reader: Pages 129-137 (“A Conversation About Accountability” from <i>Re-Authoring Lives</i> by Michael White)	Quiz 5 (Reader Pages 129-137)
WEEK 10 10-27	Appreciating Indigenous Knowledge in Groups	Course Reader: Pages 139-148 (“Appreciating Indigenous Knowledge in Groups” from <i>Narrative Therapy in Practice</i> by Glen Silvester)	In-Class Writing Assignment 6
WEEK 11 11-01	Double Blind: Gabrielle	<i>Sight Unseen</i> Chapter 9	In-Class Writing Assignment 7
<b>REMINDER</b>	<b>INTERVIEW PAPER DUE ON 11-17</b>		
WEEK 11 11-03	Blind Citizenship Classes: The Mirror Does Not Reflect	<i>Sight Unseen</i> Chapter 10	Reflection 6 on <i>Sight Unseen</i> Chapter 10

Date	Topic	Readings Due	Assignments Due
WEEK 12 11-08	Not Seeing Is Also Believing	<i>Sight Unseen</i> Chapter 11	Reflection 7 on <i>Sight Unseen</i> Chapter 11
WEEK 12 11-10	Moving From Problem Solving to Narrative Approaches in Mediation	Course Reader: Pages 149-160 (“Moving from Problem Solving to Narrative Approaches in Mediation” from <i>Narrative Therapy in Practice</i> by John Winslade & Alison Cotter)	In-Class Writing Assignment 8
WEEK 13 11-15	Reducing Prejudice The Case of Affirmative Action	“10 Myths about Affirmative Action” (Canvas)	In-Class Writing Assignment 9
<b>11-17</b>	<b>Interview Paper Due</b>		
WEEK 13 11-17	Interview Topics Discussion	Be ready to talk with your classmates on the topic of your interviews	Interview Paper Due
WEEK 14 11-22	Posters Due	Presentations	Reflection 8 on what the impacts of the interview paper were on you and your future attitude and behaviors towards “other” groups
WEEK 14 11-24	Thanksgiving Break No Classes		
WEEK 15 11-29	Posters Due	Presentations	Reflection 9 on your favorite poster topic
WEEK 15 12-01	Posters Due	Presentations	Reflection 10 on your favorite poster topic
WEEK 16 12-06	Posters Due	Presentations	<b>Stereotype Reduction Paper Due</b>
FINAL 12-14	<b>FINAL EXAM: Scheduled for Wednesday, December 14, 12:15-2:30pm</b>		