

The Psychology of Prejudice Section 61

PSYC 191

Summer 2024 3 Unit(s) 06/03/2024 to 08/09/2024 Modified 06/04/2024

Contact Information

Instructor: Jason X. Ventura

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Email: jason.ventura@sjsu.edu

- Canvas Learning Management system
- Available by Zoom appointments
- Replies within 48 hours (except Sundays).
- If I do not reply within the specified 48 hours, kindly, resend email.

Student Drop-In Hours:

- Tuesdays 1:30 PM - 2:30 PM
- Students DO NOT need to schedule an appointment during drop-in hours; just show up!
- I will take students on a "first come; first serve" basis. Outside of scheduled student drop-in hours will require an appointment.

Class Days/Time: Tuesdays and Thursdays / 11:00 AM – 1:15 PM

Course Description and Requisites

Provides an examination of psychological theory and research related to prejudice and discrimination from the perspectives of both the holders and targets of prejudice. Includes individual and small group exercises to provide experiential learning.

GE Area: S

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

Letter Graded

* Classroom Protocols

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

Zoom Class Meetings/Discussions

- Please do not talk when your instructor or other students are speaking. Please “mute” your microphone when your instructor is talking and/or when other students are asking questions.
- Students are ENCOURAGED (but not required) to turn on their video camera during Zoom class meetings. Turning on your video camera allows your instructor and classmates to see you and helps to simulate more of an “in-person” experience. BUT, again, you are NOT REQUIRED to turn on your video camera during these meetings if you choose not to or feel uncomfortable about doing so.
- Please be respectful of other people’s experiences, comments, thoughts, opinions, etc. even if you might not agree with what they are saying. 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.

≡ Program Information

Welcome to this General Education course.

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

The General Education Program has three goals:

Goal 1: To develop students’ core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university’s commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global

communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

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

Course Goals

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.

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.

***** 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 \(http://sjsu.instructure.com/\)](http://sjsu.instructure.com/) at <http://sjsu.instructure.com>. Students are responsible for regularly checking with the messaging system through [MySJSU on Spartan App Portal \(http://one.sjsu.edu/\)](http://one.sjsu.edu/) <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](https://kb.mlml.sjsu.edu/books/classrooms-academic-technology/page/sjsu-canvas-resources) (<https://kb.mlml.sjsu.edu/books/classrooms-academic-technology/page/sjsu-canvas-resources>).

Course Learning Outcomes (CLOs)

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

SJSU Studies courses -- Areas R, S, and V -- help students integrate knowledge between and among disciplines. In Area S courses, students study the interrelationships of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, inclusion, inequalities, and justice in the United States.

GE Area S Learning Outcomes

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

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

Writing Practice: Students will write a minimum of 3000 words in a language and style appropriate to the discipline.

Course Materials

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 <https://www.sjsu.edu/learnanywhere/equipment/index.php> (<https://www.sjsu.edu/learnanywhere/equipment/index.php>) website for current Wi-Fi options on campus.

Christa Bailey (408) 808-2422 christa.bailey@sjsu.edu

The Psychology of Diversity: Beyond Prejudice and Racism.

Author: James M. Jones, John F. Dovidio and Deborah L. Vietze

Publisher: Wiley Blackwell

ISBN: 978-1-4051-6214-2

Price: Students can access a free digital copy of this textbook through the University Library's electronic collections. A link will be available on the Canvas course page.

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. 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.

Exams will be taken on the Canvas Learning Management System (under “Quizzes”) during our scheduled class time.

IMPORTANT NOTICE FOR EXAMS

LECTURE NOTES AND 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 NOT be provided.

Examinations: On exam days, just like every class session, students are expected to log into our virtual class by the time it begins. **Students that do not start exams within the first ten minutes will automatically receive a ten-point deduction.** In other words, all students begin the exam at the same time, and the instructor will monitor activity on Canvas.

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 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 a group component. For the group aspect of the analysis, the whole group will receive the same grade.

The activities are described below.

a) Interview Assignment (Maximum page length = 7 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 two 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 may conduct your interview using Zoom, Face-time, or any other app that will allow you to “see” your interviewee and observe their non-verbal behaviors as well as have a “real” conversation. In-person interviews are preferred,

*** You will turn in a **7 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 section 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 class readings and/or class lectures about prejudice and their relevance to your findings in this interview, describe findings of any articles that are relevant to your interview and their implications for your findings (if you have not already done so in the "introduction").
- Reference page – cite the articles that you discussed in your paper (the reference page will NOT count toward the maximum 5 page limit).

b) Media analysis (Media analysis annotated bibliography assignment = 30 pts and group presentations of findings = 40 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.

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. There will be a Q & A session for group members after their presentation. Presentation dates will be randomly selected. Guidelines for the presentation will be provided.
- 3) Each group will also prepare **an annotated bibliography** (worth 30 pts) -- **5 page maximum**. This assignment is designed to provide evidence to group's findings in their slide presentation.

- 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.

c) **Writing assignment (25 points) and participation points (15 points maximum).** Students will also be required to write one assignment, and will be awarded points for participation. These include:

a) **Stereotype reduction assignment (25 pts).** This will be an assignment describing a negative stereotype/prejudice you may have about another group and discussing how you might reduce it. 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.

b) **Class participation (15 pts. max.).** 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.

c) **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 (4-5 people) discussions and attendance at the slide presentations. There will be other opportunities to earn participation points.

IMPORTANT NOTES FOR ASSIGNMENTS:

Writing assignments that do not meet the minimum page count will not receive credit.

TITLE AND REFERENCE PAGE ARE NOT PART OF THE PAGE COUNT!

- This policy is implemented due to the high volume of grading. 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.
- All assignments must be typed in APA format.
- **The use of AI generated responses will not receive any credit. I want original human thought and please do not let technology speak for your opinions.**
- 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? Assignments on their assigned due date must be uploaded on to Canvas before midnight. If assignment is submitted after midnight it is considered late (see above

language for late paper policy). The instructor will implement a 10 minute grace period.

EXTRA CREDIT WILL BE AVAILABLE

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

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 8th from 11:00 - 1:15 PM.

“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

Grading Information

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

Exams (50 pts each)	150 total points (48%)
Interview paper	50 (16%)
Media analysis group slide presentation	40 (13%)
Media analysis group annotated bibliography assignment	30 (10%)
Stereotype reduction assignment	25 (8%)
Participation	15 (5%)

Total possible points: 310

Grading Scale:

A plus 303 and above	A 302 to 287	A minus 286 to 278
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B plus 277 to 272	B 271 to 256	B minus 255 to 247
C plus 246 to 241	C 240 to 225	C minus 224 to 216
D plus 215 to 210	D 209 to 194	D minus 193 to 185
F less than 184		

“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.”

University Policies

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

Course Schedule

Psychology 191: Psychology of Prejudice, Summer 2024 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	6/4	<p>TOPIC: Introduction to class, syllabus and instructor, overview of course (stereotypes, prejudice, and discrimination), and historical perspectives</p> <p>READINGS: Read all of chapter 3</p> <p>ASSIGNMENT: Begin thinking about whom you would like to interview</p>
1	6/6	<p>TOPIC: Historical perspectives, self-concept, and attitude formation.</p> <p>READINGS: Read all of chapter 3</p> <p>ASSIGNMENT: Continue thinking about your interviewee and arrange a day and time to conduct the interview.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
2	6/11	<p>TOPIC: Introduce interview assignment requirements. Afterwards, continue attitude formation and introduce social cognition.</p> <p>READINGS: Read all of chapter 5</p> <p>ASSIGNMENT: Finalize interviewee decision, and confirm a day and time to conduct interview.</p> <p>ASSIGNMENT DUE - Turn in target person identity of person you intend to interview + interview assignment reviewed (see description in syllabus & requirements on Canvas)</p>
2	6/13	<p>11:00-12:00 PM - TOPIC: Continue social cognition, and stereotype formation</p> <p>12:15-1:15 PM - Interview groups formed and meet to brainstorm interview questions. Each group turns in interview questions at end of class; if interview questions approved, start interview process.</p> <p>READINGS: Read all of chapter 5</p>
3	6/18	<p>TOPIC: Stereotype formation and maintenance. Review for exam #1</p> <p>READINGS: Read all of chapter 7</p>

Week	Date	Topics, Readings, Assignments, Deadlines
3	6/20	EXAM #1
4	6/25	<p>TOPIC: Overview of Media Analysis assignment with requirement sheet: Discuss Media Watch assignment (see description in syllabus and handout on Canvas)</p> <p>Origins of prejudice</p> <p>READINGS: Read pages 34-46 in chapter 2</p>
4	6/27	<p>TOPIC: Origins of prejudice & Affect and Cognition in stereotyping</p> <p>READINGS: Chapter 10 pages 272-290</p> <p>ASSIGNMENT DUE - INTERVIEW PAPERS (before midnight)</p> <p>Submit media analysis selection on Canvas (before midnight)</p>
5	7/2	<p>TOPIC: Affect and Cognition in stereotyping (cont.)</p> <p>12:15-1:15 PM - GROUP WORK – Media analysis groups formed and meet to brainstorm research questions. Each group will turn in three research questions. Groups must receive approval from the instructor; submit questions at end of class. If media analysis questions are approved, start working on the presentation.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
5	7/4	NON-INSTRUCTIONAL DAY: Fourth of July
6	7/9	<p>TOPIC: Prejudiced personality AND Intergroup Interactions Pitfalls and Promises</p> <p>READINGS: Read pages 239-251 in chapter 9 AND read all of chapter 4</p>
6	7/11	<p>TOPIC: TBD and review for exam #2</p> <p>READINGS: Read pages 239-251 in chapter 9 AND read all of chapter 4</p>
7	7/16	EXAM #2
7	7/18	<p>TOPIC: Old Fashion vs. Contemporary Theories of Racism AND introduce Discrimination</p> <p>READINGS: Read all of chapter 8</p>

Week	Date	Topics, Readings, Assignments, Deadlines
8	7/23	<p>CLASS RESERVED FOR MEDIA ANALYSIS PRESENTATIONS</p> <p>ASSIGNMENT DUE – Submit media analysis presentations.</p> <p>ASSIGNMENT DUE – Submit group assignment (annotated bibliography)</p> <p>Submit both assignments before midnight.</p>
8	7/25	<p>TOPIC: Introduce “Stereotype Reduction” assignment and continue “Discrimination” lecture.</p> <p>READINGS: Read pages 147-163 in chapter 6 AND <u>begin</u> reading chapter 13 (this chapter as well as other selected readings will be used for “Stereotype Reduction” assignment).</p>
9	7/30	<p>TOPIC: Discrimination (cont.), ageism, and reducing prejudice</p> <p>READINGS: <u>Continue</u> reading pages 147-163 in chapter 6 AND Chapter 13 (this chapter as well as other selected readings will be used for “Stereotype Reduction and Reflection” writing assignment)</p>
9	8/1	<p>TOPIC: Discrimination (cont.), ageism, and reducing prejudice</p> <p>READINGS: Continue reading chapter 13 for “Stereotype Reduction” assignment</p>

Week	Date	Topics, Readings, Assignments, Deadlines
10	8/6	<p>TOPIC: Discrimination (cont.), ageism, and reducing prejudice</p> <p>READINGS: <u>Finish</u> reading chapter 13 for "Stereotype Reduction and Reflection" writing assignment</p> <p>ASSIGNMENT DUE - Stereotype Reduction and Reflection paper (before midnight)</p>
10	8/8	<p style="text-align: center;">EXAM #3</p>