

The Psychology of Prejudice Section 61

PSYC 191

Winter 2024 3 Unit(s) 01/02/2024 to 01/19/2024 Modified 12/16/2024

The Psychology of Prejudice Section 80

PSYC 191

- Winter 2025
- 3 Unit(s)
- 01/02/2025 to 01/17/2025

Contact Information

Course and Contact Information

Instructor: Dr. Neelam Rattan

Telephone: (408) (924-5653)

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

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

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

Class Days/Time: Asynchronous

Office Hours: Friday from 8:00AM – 10:00AM or by appointment Office hours end on 1/19/2024.

Classroom: Online

You are encouraged to visit me during virtual office hours or to contact me via email or phone, whenever a need arises. Please discuss with me any concerns you may have regarding our class as soon as possible (before the quiz, exam, etc.) & do not wait too long to get in touch with me.

Course Information

Course Description

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

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.

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

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

- ï stereotypes: formation, functions, maintenance, change
- ï the underlying psychological processes of prejudice: development & maintenance
- ï “old-fashioned” vs. “modern” racism
- ï ageism & sexism
- ï heterosexism
- ï ableism
- ï classism
- ï lookism
- ï colorism
- ï weightism

Inclusive Classroom Statement

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

Course Format: Online

This course will follow an **online format** using asynchronous mode of instruction. Lectures will be delivered online using Zoom during the assigned class-times. There will also be of online delivery of instructional material which will entail reading the chapters from the prescribed text, reading supplemental material provided by your Instructor, viewing PowerPoint slides, viewing videos online (e.g., YouTube clips). For purposes of clarity course schedule gives a detailed information of the material that will be covered in class and material you are required to read before coming to each class. Hence this course seeks to provide you with an exciting educational experience through varied techniques.

Interactive activities will be both completed online and in our synchronous classes. Online interactive activities will be both at the individual level (e.g., taking online quizzes), along with online group discussions. For online discussions, discussion questions will be posted on the canvas discussion board, each student will be required to give their response to the posted question. They are also required to respond to a response posted by a classmate. Each discussion will be followed by your instructor's commentary.

Online debates on diversity in the Bay Area, racial profiling will be conducted in our classes.

Online group Presentations, details of these presentations will be explained in our synchronous class. **Quizzes & Exams** will be conducted online comprising of take-home quizzes as well as in-class quizzes. Final Exam will be in-class.

Evaluation and feedback will be provided primarily through online means, although for some assignments your instructor will provide feedback in class.

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

Course Policies/Expectations

1. "Netiquette" -- Please use these general guidelines when emailing me and/or when posting on the class discussion

When emailing your professor (me):

-- Indicate your class in the subject line of your email (e.g., PSYC 1check)

-- Please address me by my formal title, (e.g., Professor or Dr. Rattan) and not MRS. Rattan or Hey! When you send emails to your instructors, it is a "formal" mode of communication. So, it is good practice for you to write your emails as you would if you were sending any type of professional/formal email.

-- Allow at least 24-48 hours for a reply from me.

-- Do Email Me in Advance to:

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

-- Inform me of any emergency/medical/family situation that may affect your ability to complete a course activity/assignment/quiz BEFORE the due date.

-- Do not email me to ask when due dates are for activities/assignments/quizzes. Those are all listed on your course schedule and can be easily found there.

2. Students' responsibilities/expectations: Students are expected to **check announcements on Canvas regularly** to view course lectures, participate in class activities, complete assignments, and keep updated regarding course announcements. All assigned work should be submitted on the specified All the written assignments are to be proof-read paper before being turned in and checked for Punctuation, Grammar, Your papers are to be typewritten, double-spaced, 12 pitch-font, one- inch margins, using Times New Roman font. On a sheet attached to the front of all your papers, Title of your paper, your Name, Course, Course Number, Semester/Year, and Due Date are to be included. Written work should follow the guidelines described in the American Psychological Association Publication Manual (7th Ed.). For some assignments students may be required to upload their work to com to ensure that material is not plagiarized. In case of material being found to be plagiarized the student will be accorded a failing grade (F). The student will also be referred to the Office of Student Conduct and Ethical Development for further action.
- o **Students are expected to turn in their own individual work independently without any outside help of any kind like** artificial intelligence tools like ChatGPT for your assignments. Your originality, your creativity and your distinctive style may be lost when your over rely on Apps such as ChatGPT

AI platforms:

- rely on language patterns to predict what an answer to a prompt should look like and hence are are not geared to "thinking" about the right response in a way a student would.
- there is "AI hallucination": which means AI will make up things that seem convincing but are not
- have been trained on datasets that contain assumptions and will replicate those ways of thinking about the world. Hence these platforms are bias laden. Consequently, critical thinking strategies are of paramount importance when engaging with AI-generated text.
- You will need to check for accuracy, statistics, citations, data which is generated by AI All assigned work should be submitted on the specified date.
- **There will be a 10-point deduction in case of AI generated material being more than 10%, and 10-point deduction for plagiarism score exceeding 10%.**

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

*No credit will be awarded for emailed

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

***Regarding letter of recommendation-**only students who have taken a **minimum of 3 classes with me and earned a grade of A in each of these classes** will be considered for a letter of recommendation.

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

Make up exams: You will be allowed to reschedule an exam only under extraordinary and well-documented circumstances. **It is your responsibility to notify me before the date of the exam**, either via email or by leaving me a voicemail including your name, and telephone number. a make-up without appropriate written documentation will result in partial credit (i.e., points will be deducted). If you are not able to obtain such documentation and you have a serious and extenuating circumstance that has prevented you from fulfilling a requirement as scheduled, notify me as soon as possible. Depending on the circumstances, you may be allowed a make-up. If you have any questions/issues regarding any of these policies, please email me directly to discuss

- This course will follow this syllabus to the extent However, timing and specific nature of topics and activities may change, these changes, will be clearly stated and you will be notified of these changes in advance via canvas Announcements. You are responsible for noting down any changes made to the class syllabus.

3. Zoom Class Protocol When Attending Office Hours

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

- Mute Your Microphone: To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- Be Mindful of Background Noise and Distractions: Find a quiet place to "attend" class, to the greatest extent possible
 - Avoid video setups where people may be walking behind you, people talking/making noise,
 - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc. Avoid sitting with lights or windows behind you.

- Position Your Camera Properly: Be sure your webcam is in a stable position and focused at eye level. Avoid sitting with lights or windows behind you. Ensure that your audio and video are functional.
- Limit Your Distractions/Avoid Multitasking: You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- Use Appropriate Virtual Backgrounds: You can use Zoom's [virtual background](https://support.zoom.us/hc/en-us/articles/210707503-Virtual-Background) at <https://support.zoom.us/hc/en-us/articles/210707503-Virtual-Background>
- If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.
- Mute your mic unless you are speaking, you can quickly unmute your mic by holding the spacebar
- Place your laptop on a flat stable
- If using your phone to access the Zoom meeting, position the device horizontally, not vertically and when speaking, look directly into the camera.
- Listen deeply to whomever is speaking in the virtual Try not to interrupt, and if you do, apologize.

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

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

GE Course content Learning Objectives

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

- ï **Diversity** -- Issues of diversity shall be incorporated in an appropriate manner
- ï **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.
- ï **Civic learning** -- Courses shall address the civic relevance of the topic in an appropriate manner.
- ï **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

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

Activities and assignments used in assessment of this GELO:

"Is there Sexism in Advertisements?": Students will write a paper critically examining and analyzing the ways in which advertisements may potentially be contributing to sexism.

Class discussion on Ableism

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

Activities and assignments used in assessment of this GELO:

Interview assignment: Students will interview a person who has been target of prejudice and discrimination. Students will critically evaluate and examine the responses of their interviewee by referring to the various processes outlined in this objective.

- ï **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 and assignments used in assessment of this GELO:

In-class discussion on Examining Privilege: For assessing this learning objective students will be assigned the following reading:

- i Peggy McIntosh's: Unpacking the Invisible Knapsack
- i Tatum's article: Why are all the black kids sitting together in the cafeteria?

Based on these reading students will participate in a discussion on examining privilege. This activity will help students learn about their own privileges, the interaction between race, gender, power, and oppression.

- LGBTQ Concerns: Students will be provided with the LGBT Rights Timeline, and there will be multiple-choice questions based on this timeline for the Finals.

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

Activities and assignments used in assessment of this GELO:

Taking the IAT

Writing a paper titled "Examining Efficacy of Strategies Adopted for Prejudice

GE Course Content Learning Outcomes

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

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

Activities and assignments used in assessment of this Content Objective:

Discussion Board Posts -- Students' comments/posts on the course Discussion Board via Canvas regarding "Diversity in the Bay Area" will be used to assess this objective. In this assignment, students will explore whether the racial/cultural/ethnic diversity of the Bay Area makes prejudice/discrimination more or less likely.

- i **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 single final term paper would not satisfy the requirement. A minimum of 3000 words of writing is required in a language and style appropriate for the discipline.

Activities and assignments used in assessment of this Content Objective

- Interview Report, Rampant Sexism in the media and Workforce, "Examining Efficacy of Strategies Adopted for Prejudice Reduction", online writing assignments and papers – Students' performance on all these writing assignments will be used to assess this content objective. Students are highly encouraged to seek the instructor's feedback regarding these writing assignments so that they can improve their writing skills.

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

“Examining Efficacy of Strategies Adopted for Prejudice Reduction”

Activities and assignments used in assessment of this Content Objective:

i **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 and assignments used in assessment of this Content Objective:

- Online completion of Values and Ethics

**** NOTE: All Area S Learning and Content Objectives will also be assessed through the Pre/ Post assessment tests given at the beginning and end of the course. Students' performance on these tests will be used only to measure whether or not these objectives were measured.*

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

i Pre/Post Assessment Test – Further to assess these four Learning Objectives, multiple-choice items designed to measure students' understanding of the various processes outlined in each of these learning objectives will be included in the pre /post assessment tests. Their scores will not be used in computing their final grade.

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

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

Course Learning Outcomes (CLOs)

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.

Course Learning Outcomes (CLOs)

i 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).

i 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.

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

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

Program Learning outcomes(PLO)

Upon successful completion of the psychology major requirements...

ï 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.

ï 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.

ï 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.

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

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

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

Texts/Readings Textbook:

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

Additional Suggested Readings:

- i Nelson, T. (2006). *Psychology of Prejudice*. 2nd Ed.
- i Markus, H. & Moya, P. (2010). *Doing Race*. W.W. Norton & Co Inc. ISBN: 9780393930702.
- i Sue, D.W. and Spanierman, L.B. (2020). *Microaggressions in Everyday Life*. 2nd Ed. Hoboken, New Jersey: John Wiley and Sons Inc. ISBN: 9781119513797.
- i Tatum, B.D. (1997). *"Why are all the Black Kids Sitting Together in the Cafeteria?" and other Conversations about Race*. Basic Books, Harper Collins Publishers, Inc., USA
- i Case, Kim. (2013). *Deconstructing Privilege. Teaching and Learning as Allies in the classroom*. Routledge: ISBN: 9780415641463.

Useful Websites:

- i UnderstandingPrejudice.org
- i <http://www.reducingstereotypethreat>
- i <https://www.splcenter.org>
- i APA Style Tutorial: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>
- i Owl APA style resource: <https://owl.english.purdue.edu/owl/resource/560/01/>

Other equipment/material requirements

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

Library Liasion

Bailey, Christa Phone: 408-808-2422

Email: christa.bailey@sjsu.edu

Course Requirements and Assignments

Course Canvas Site

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

- ï Syllabus and tentative course schedule
- ï Course announcements
- ï Discussion boards
- ï Class activities/assignments
- ï Course Paper Assignments
- ï Video lectures with slides
- ï Zoom links for class meetings & office hours
- ï Exam study guides
- ï Quizzes & Exams

The course is “asynchronous.” about Canvas

About Canvas

- ï **Login URL:** <https://sjsu.instructure.com>

Please note that it should NOT have the “www” at the start of the URL like many other websites.

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

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

- ï **Courses:** Once logged into Canvas, you will see your course or courses listed in the Courses Heading on the top of the page. From the dropdown menu, click on the course name, and you will be entered into the course. Note: That link will not be active until the start date of the course.

It is recommended that you visit the eCampus Canvas website at <http://www.sjsu.edu/ecampus/teaching-tools/canvas/index.html> This website offers a number of Quick Start Learning Guides to help you navigate Canvas tools. Also, detailed guides can be found at <https://community.canvaslms.com/community/answers/guides/canvas-guide>

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

- ï Phone: (408) 924-2337

- i Submit a help ticket using the following URL: <https://isupport.sjsu.edu/ecampus>
- i While logged into Canvas, click on the word **Help** in the lower left corner of the screen (near the bottom of the global navigation menu).

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

Library Liaison

Bailey, Christa Phone: 408-808-2422

Email: christa.bailey@sjsu.edu

MYSJSU Messaging

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

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

Course Requirements and Assignments

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

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

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

Class Participation

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

- Debate on Diversity in the Bay Area due 1/2 by 11:59 m. (Worth points 10 points)
- Take the IAT due 1/2 by 11:59 p.m. (Worth points 10 points)
- Introductory Discussion-Getting to Know You Due on 1/3 by 11:59 m. (Worth 10 points)
- Online completion of Values and Ethics activity due 1/5 by 11:59 m. (Worth 10 points)
- Discussion on Ableism on 1/16. (Worth 10 points) Activity/Assignments

Activity/Assignments

This course entails providing a suitable environment for exploring ideas. Many controversial issues will be discussed, you will be presented with a plethora of information, and you are to examine the information in a matured and thoughtful manner. Each student will turn in the following written assignments:

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

- To prepare to for the interview, I will provide you with a written guide to doing a good In addition, you should find, read, and discuss in your paper at least 3 journal articles of your choice. In this discussion, *it is important for you to describe how the content and/or findings of these articles are relevant to the experiences of the person you are interviewing.*
- You should include discussion of these relevant articles in the Introduction and/or Discussion sections of your interview paper (see description of these sections below).
- Also, students will spend some time in class in small groups helping each other devise interesting and appropriate interview questions.
- The person you interview may or may not be a relative or friend of yours. Arrange a time free from interruptions and other people in a setting comfortable for the person being interviewed. Take careful notes during the interview or tape it (with permission from the person being interviewed) and review it later.
- Given the current conditions, you may conduct your interview using Zoom, Facetime, or any other app that will allow you to “see” your interviewee and observe his/her non-verbal behaviors as well as have a “real” conversation with him/her.
- It is helpful to email your interview questions to your interviewee BEFORE you meet for your scheduled interview Having time to look over the interview questions helps the interviewee generate more thoughtful/detailed answers to your interview questions.
- You will turn in a 5-page typed, double-spaced report (minimum 12 pt. font and 1-inch margins) of the interview and your The written report should include the following 4 sections and will be worth a total of 60 points:

i *Introduction* – should explain who you choose and why; his/her relationship with you. Also discuss the relevance of any other socio-demographic variables that may have contributed to any prejudice/discrimination your interviewee has experienced.

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

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

i *Discussion* – This paper must contain at least 3 references from empirical articles to support your findings. These articles must come from peer-reviewed journals. Discuss class readings and/or class lectures about prejudice and their relevance to your findings in this interview.

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

Interview Report is due on 1/9/2024, and is to be dropped in the assigned Dropbox folder on canvas, by 11:59 p.m.

i “Is there Sexism in advertisements?”: This paper is worth 50 points and is **due on 1/12/2024**, in the assigned Dropbox folder on Canvas by 11:59 p.m. Further details about writing this paper will be posted under Module 1 on canvas.

i “Is there Sexism in advertisements?”: This paper is worth 50 points and is **due on 1/12/2024**, in the assigned Dropbox folder on Canvas by 11:59 p.m. Further details about writing this paper will be posted under Module 1 on canvas.

i “Examining Efficacy of Strategies Adopted for Prejudice Reduction”: This assignment is worth 20 points. Students will examine their own stereotypes and prejudices toward another social group and explain how these prejudices developed and enumerate three strategies drawn from your reading of the class material and class discussions, they believe would be successful in countering their negative stereotypes and prejudices and explain why these strategies would be effective. Further details about writing this paper will be provided in class as well as posted under Module 1 on canvas. This paper is **due on 1/18/2024** in the assigned Dropbox folder on Canvas.

Quizzes/Examination(s) of Student Learning

Taking the **Pretest (worth 5 points)** on 1/3/2024, by 11:59 p.m. & **Posttest(worth 5 points)** on 1/19/2024.

There will be three quizzes **take-home quizzes** each worth 20 points each and a final exam also worth 110(55x2=100) points.

Questions will include multiple-choice, and True/False questions.

Quiz	Due Date by 11:59 p.m.	Chapters
1	1/4/2024	1, 2, 3
2	1/8/2024	6, 7, 8, 9
3	1/10/2024	15,16,17
Final Exam	1/19/2024	18, 20, 21, 25, Ageism, Sexism, LGBTQ Timeline Videos: Eye of the Storm, Ableism

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

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

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

Final Examination or Evaluation

As per University policy S17-1 (<http://www.sjsu.edu/senate/docs/S17-1.pdf>), which states that

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.” **Final Exam for our class will be due on 1/19/2023 by 11:59 p.m. Portion for Final Exams— Chapters 18, 20 & 21, 25 Sexism, Ageism, Reducing Prejudice, LGBTQ Timeline**

Videos on Ableism and Eye of the Storm. The Final Exam will comprise of 55 multiple-choice questions and each question is worth 2 points (55x2=110), worth 110 points.

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

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

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

Table Showing Details of Assigned Points for Assignments and Exams

This course will follow this syllabus to the extent possible. However, timing and specific nature of topics and activities may change, these changes, will be clearly stated and you will be notified of these changes in advance via canvas Announcements. You are responsible for noting down any changes made to the class syllabus.

Make-up Policy:

A make-up or extension on a course requirement will be given under extraordinary and well-documented circumstances. Where such circumstances exist, it is your responsibility to notify me by leaving me a voicemail or email message including your name and telephone number as soon as possible and no later

than two (2) days before the scheduled Exam/Quiz date. APPROPRIATE WRITTEN DOCUMENTATION (e.g., a physician's note) WILL BE REQUIRED FOR A MAKE-UP TO RECEIVE THE FULL MAKE-UP CREDIT.

If you are not able to obtain such documentation and you have a serious and extenuating circumstance that has prevented you from fulfilling a requirement as scheduled, notify me as soon as possible. Depending on the circumstances, you may be allowed a make-up. However, a make-up without appropriate written documentation will result in partial credit (i.e., points will be deducted).

NOTE: Without proper documentation, **points will be deducted** for any make-up work submitted.

*** Again, it is important you inform me **before** any assignment/exam/quiz is due. I am more likely to be able to help with any issues if I know about them before than after a due date.

*** The **LAST DAY OF INSTRUCTION** for this course is **Monday, 1/19**. Any late or missing assignments will not be accepted after this date.***

✓ Grading Information

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

Table Showing Details of Assigned Points for Assignments and Exams

Online Participation	50 Points
3 Quizzes	60 points (20X3)
Final Exam	110 Points(55X2)
Interview Report	60 Points
Sexism in Advertisements Paper	50 Points
Pre & Post Test	10 Points
Paper on Prejudice Reduction	10 Points
Total Possible Points	350

Grading Scale:

Table Showing Grade, Points and Percentages

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

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

10102; 10103, PSYC 191, Psychology of Prejudice Winter, 2023 Course Schedule

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

Date	Topics, Readings, Assignments, Deadlines
1/2	<p>Course Introduction, Diversity Issues</p> <p>GELO # 2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.</p> <p>Content Objective # 1: Diversity & Content Objective # 4: Values Clarification</p> <ul style="list-style-type: none">o Debate on Diversity in the Bay Areao Take the IAT and drop in the assigned Dropbox folder on canvas ono <i>Take the Pre-Test</i> <p>**Due in assigned Dropbox folders on 1/2 by 11:59pm**</p>
1/3	<p>GELO # 2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.</p> <p>Supplemental Readings from Nelson text: An Introduction to the Psychology of Prejudice Chapter 2 Evolutionary Approaches to Stereotyping & Prejudice</p> <p>**Introductory Discussion-Getting to Know You Due on 1/3 by 11:59 p.m.**</p>

1/4	<p>GELO # 2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.</p> <p>Chapter 3 From Prejudice to Social change: A Social Identity Perspective Turning in Interview Questions</p> <p><i>*** Quiz 1 on Chapters 1 of Nelson text,2,3 due on 1/4 by 11:59 pm***</i></p>
1/5	<p>GELO # 1: Describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, Content Objective # 3: Civic Learning</p> <p>Chapter 6 Intergroup Emotions Theory: Prejudice and Differentiated Emotional Reactions toward Outgroups</p> <p>Chapter 7 Intergroup Threat</p> <p><i>** Online completion of Values and Ethics activity due in assigned Dropbox on canvas on 1/5 by 11:59 pm**</i></p>
1/8	<p>GELO # 2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.</p> <p>Chapter 8 Social Dominance</p> <p>Chapter 9 The Dual Process Motivational Model of Ideology and Prejudice</p> <p><i>*** Quiz 2 on Chapters 6,7,8,9 due on 1/8 by 11:59 pm***</i></p>

1/9	<p>GEL0 #1: Describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, intersectionalities.</p> <p>Chapter 15 Religion and Prejudice</p> <p>Chapter 16 Sexual Prejudice: Advances in Conceptual & Empirical Models</p> <p>Content Objective # 2: Writing</p> <p><i>**Interview Reports Due on 1/9 in the assigned Dropbox folder on Canvas by 11:59 pm**</i></p>
1/10	<p>GEL0 # 3: Describe social actions which have led to greater equality and social justice in the U.S. (i.e., religious, gender, ethnic, racial, class, sexual, orientation, disability, and/or age</p> <p>Chapter 17 Weight Bias: Prejudice and Discrimination toward Overweight and Obese Chapter 18 Prejudice Against Immigrants in Multicultural Societies</p> <p><i>*** Quiz 3 on Chapters 15, 16, 17 due on 1/10 by 11:59pm***</i></p>
1/11	<p>Supplemental Readings from Nelson text: Ageism Supplemental Readings: LGBTQ+ Timeline</p>
1/12	<p>Supplemental Readings from Nelson text: Sexism</p> <p>Content Objective # 2: Writing</p> <p><i>**"Is there Sexism in Advertisements?" paper due in the assigned Dropbox folder on 1/12 canvas Today by 11:59pm**</i></p>
1/16	<p>Chapter 25 Prejudice, Stigma, Bias, Discrimination and Health</p> <p><i>**Discussion on Ableism due on 1/16 by 11:59pm**</i></p>

1/17	<p>GELO # 4: Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.</p> <p>Chapter 20 & 21 Recent Developments in Intergroup Contact Research: Affective Processes, Group Status, and Contact Valence</p> <p>Supplemental Readings from Nelson text: Reducing Prejudice</p>
1/18	<p><i>**Reflection Paper on "Examining Efficacy of Strategies Adopted for Prejudice Reduction" **</i></p> <p><i>***Take the Post-Test***</i></p>
1/19	<p><i>Final Exam Due by 11:59 pm today</i></p> <p><i>Syllabus for Finals Chapters 18, 20, 21, 25, Ageism, Sexism, Videos: Eye of the Storm, Ableism, Readings: LGBTQ+ Timeline</i></p>