

**San Jose State University/ Department of Psychology
48460, Psychology of Prejudice, Section 5, Fall 2013**

Contact Information

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- **Please write PSY 191 on the subject line of your email**
- **Please note that I do not regularly check email on evenings or weekends. While I try to check email regularly, please allow 1 business day for a response.**

Office Hours: Monday & Wednesday 12:00P.M-1:00P.M.
Tuesday 2:20P.M.-2:50P.M.
Office Hours End On 12/9/2013

Class Days/Time: Tuesdays & Thursdays 3:00P.M.-4:15P.M.

You are encouraged to see me during office hours or to contact me 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 see me.

Classroom: DMH 164 (Section 5)

Prerequisites:

1. Completion of Core GE
2. Satisfaction of the Writing Skills Test (WST)
3. Upper division standing (60 units)
4. Completion of, or co-registration in, 100W
5. Completion of course in Introductory Psychology, Completion of Core GE, satisfaction of Writing Skills Test and upper division standing.

GE/SJSU Studies Category:

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

IMPORTANT NOTE: For students with continuous enrollment as of Fall 2005

“Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments or distinct academic units.”

Faculty Web Page and MYSJSU Messaging (Optional)

You are responsible for regularly checking with the messaging system through MYSJSU and 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 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. For students who begin continuous enrollment at a CCC or a CSU in Fall 2005 or later, completion of, or corequisite in a 100W course is required.

Specific Course Description: This course will provide an overview of stereotyping, prejudice and discrimination and seek to examine psychological processes underlying these constructs. The main purpose of the course will be to explore the genesis of prejudice and discrimination in the US, the role played by structural and institutionalized inequities and to examine issues relating to individuals who hold prejudiced attitudes as well as those who are the recipients and targets of prejudiced and discriminatory behavior. The purview of this course will entail an examination of prejudice based on racial/ethnic/ cultural differences. Further this course will explore personal beliefs about human differences, e.g., gender, ethnicity, culture, sexual orientation, social class and other aspects of social differences.

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

Group discussions will be an important part of many class sessions. They will take part either in small groups or involve the whole class. Therefore, it is very important to read before each class and come fully prepared to actively participate in the class discussions. The success of this class is directly

dependent on participation by students.

Special note:

Many topics in this course may evoke strong emotions. As a result, students are expected to show respect for others and their viewpoints, even when those views are opposed to those of the student. *To be able to agree to disagree amicably should be the motto.*

Learning Outcomes

Learning Outcomes

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.

SJSU Studies (Area S) Learning Outcomes (LO)

One of the main goals of the 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.”

Therefore in addition to achieving the abovementioned course objectives, students who successfully complete this course shall be able to:

Learning Objective # 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.

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

Learning Objective # 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).

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

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:

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 activities and assignments will be used in assessment of Area S Learning and Content Outcome:

Course Learning Outcome# 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 and assignments used in assessment of this CLO:

1. **Media watch analysis**- Students will examine how media affects identities within the society. They will be able to critically analyze media influences in their paper.

Course Learning Outcome# 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 CLO:

1. **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.
2. **In-class activity** -- Students' performance on in-class writing assignments will also be used to assess this learning objective. Specifically, this in-class activity titled "Historical Treatment of Minorities" will help students learn about, the interaction between race and gender, and become familiarized with the experiences of historically marginalized and excluded groups.
3. **Course Learning Outcome# 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 CLO:

1. Debate on Affirmative Action-Students will be provided with reading material on Affirmative Action and myths regarding Affirmative Action. They will be divided into groups and come up with pro and con arguments regarding this issue.

Course Learning Outcome # 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 CLO:

1. Self-Exploratory Paper- Students will examine their own stereotypes and prejudices toward another social group. They will explain how these prejudices developed and come up with three to four strategies they believe would be successful in countering their negative stereotype and prejudice, and explain why these strategies would be effective.

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

Activities and assignments used in assessment of this CLO:

1. In-class writing assignment- Students will be asked to examine the phenomenon of diversity in the Bay Area. They will be asked to examine whether or not diversity in the Bay area makes prejudice and discrimination more likely, or there is less prejudice and discrimination in the Bay area due to the diversity in its population.
2. In-class discussion on Diversity Issue: Accents.

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.

Interview Report, Media- watch analysis, in-class writing assignments and out-of-class papers –Students’ performance on all of 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.

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

1. In-class Debates and Discussions- Debate on affirmative action, and discussion on racial profiling will be used to assess students’ understanding of these crucial issues and their impact on society.

Content Outcome# 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.

In-class Activity- Students will participate in an in-class discussion activity titled “Promoting Respect in Civil Discourse.”

In class discussion, group activities, role play exercises will also be conducted to assess this objective.

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

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

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.

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.

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 also to discuss why they thought it was effective or ineffective in meeting the goals of each objective.

Program Learning Outcomes (PLO)

Upon successful completion of this course students will be able to ...

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

Textbook

Specific Learning Outcomes:

Prejudice primarily involves the holding of negative attitudes towards members of specific social groups. It is a pre-judgment of individuals; an evaluation merely because they belong to a particular group, whereas discrimination is negative actions towards the groups that are the targets of prejudice. Hence, the purpose of this course is to explore the psychology of prejudice and discrimination in the U.S., to study the psychological factors involved, and their related effects on both individuals and groups. Issues relating to those who hold prejudiced attitudes and those who are the targets of such attitudes, will be studied, both from theoretical as well as experiential perspectives. Prejudice relating to race, ethnicity, gender, sexual orientation, age etc. will also be examined.

The student's learning outcomes for completion of the Psychology of Prejudice are as follows:

- Students will be able to 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, sexual orientation, age abilities, etc.
- Students will be able to recognize and describe the underlying psychological processes which, in conjunction with societal forces, lead to the development of prejudice.
- Students will also be able to apply critical thinking skills to identify and analyze prejudicial beliefs and behaviors.
- Students will be able to articulate the effects of prejudice in their own experiences.
- Additionally, 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):

- The underlying psychological processes of prejudice and discrimination
- The development of prejudice
- Stereotypes and their formation, purpose, maintenance, and how they
- Racism
- Sexism
- Prejudice against gays and lesbians
- Prejudice against people with disabilities
- Prejudice against the elderly
- Classism
- Prejudice based on body size

Required Texts/Readings

Textbook

Nelson, T.D. (2006). *The Psychology of Prejudice*, 2nd ed. Boston: Allyn and Bacon. Custom Edition with Additional Material by Dr. Neelam Rattan. ISBN: 9780558248796.

Suggested Readings:

Markus, H. & Moya, P. (2010). *Doing Race*. W.W. Norton & Co Inc. ISBN: 978-0-393-93070-2

Sue, D.W. (2010). *Microaggressions in Everyday Life*. Hoboken, New Jersey: John Wiley and Sons Inc. ISBN: 978-0-470-49140-9.

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

Useful Websites:

1. www.apa.org
2. UnderstandingPrejudice.org

Other equipment / material requirements

882e Scantrons

You are to bring to each class additional material by your Instructor for daily in-class reading.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. *Therefore, for every hour of classroom time or direct faculty instruction a minimum of two hours of out-of-class student work is expected each week for about fifteen weeks for one semester.*

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

1. Class Participation: Since this is in part an experiential class, attendance and participation is crucial to your overall grade performance. Each time you are absent, your participation in class activities will be going down, thereby, resulting in lowering of your grade. 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. This is worth **15 points**.
2. 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 participate in two activity assignments namely-**individual interview and media watch analysis**. These two assignments will be organized around the spheres (“isms”) which we are investigating in the class, i.e. race, gender etc. Each student must choose one sphere for the interview assignment and a different sphere for the media-watch analysis. For example, if you have chosen to interview a person with a disability, you may choose to undertake the media-watch analysis on the issue of race. This will enable each student to actively learn about the different spheres of prejudice.

Individual Interview Assignment: Your assignment is to choose someone from a target group to interview about their personal experiences with prejudice, discrimination, inequality etc. The interview should focus on their perspective as a target group member, e.g. a person of color, or a gay/lesbian person, or a person with a multiracial identity etc. You will be provided with details of conducting a good interview, in the class. A brainstorming session will be held in the class to come up with appropriate interview questions. Students will be grouped together based on the particular sphere they choose for the interview. For example, all students choosing to interview someone about their experiences with prejudice as a person with a disability will be grouped together. Each group created will submit the questions to me prior to the interview. 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 the permission from the person being interviewed) and review it later.

An 8-10 page typed report having a minimum word count of 3000 words, of the interview and your reactions has to be turned in. For this assignment you are to find five relevant journal articles from peer-reviewed journals. You should include discussion of these relevant articles in the Introduction and/or Discussion sections of your interview paper.

The written report should include the following sections and will be worth **35 points**:

Introduction-should explain who you choose and why; his/her relationship with you. Also discuss any historical, social, political, and/or economic factors that may have contributed to any prejudice/discrimination your interviewee has experienced.

Methodology – this includes setting, procedures, etc.; who was present; whether you taped, took notes, etc. Any unusual aspects e.g. their sister 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 in a question/response format). Also include yours and the subject’s responses to the interview, include your emotional responses as well as your cognitive responses.

Discussion –This paper must contain at least 5 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.

Work Cited Page- Cite the references in the APA format.

Interview Report is due on 10/8/2013.

Media-watch analysis: You and your group will observe and record how people from the sphere you choose to investigate are portrayed in the media; i.e. television, movies, music, news, magazines, etc. This will be further explained in class. Each

group will perform planned observation. Each group will use 3 scholarly articles for your media analysis.

- Prepare a group summary report and submit it in, describing their methodology and summarizing their findings.
- Participate in class discussion.
- This is worth **15 points**
- **Media-watch group summaries are due on 10/29/2013.**

Diversity in the Bay Area In-class Written Assignment: This assignment is worth **5 points**. Students will examine whether or not diversity in the Bay area makes prejudice and discrimination more likely, or there is less prejudice and discrimination in the Bay area due to the diversity in its population. **This will be held on 9/26/2013.**

Self-Exploratory Paper: This assignment is worth **10 points**. Students will examine their own stereotypes and prejudices toward another social group. They will explain how these prejudices developed and come up with three to four strategies they believe would be successful in countering their negative stereotype and prejudice, and explain why these strategies would be effective. **This is due on 11/28/2013.**

In-class Debates : The class will be divided into small groups each group comprising of 5-6 persons, who will debate on several issues relevant to prejudice and discrimination in our society. Each group will provide pro and con arguments in the class relating to the issue being debated upon. These debates will be worth **10 points**. **Debate on Affirmative Action will be held on 9/17/2013.**

In-class Discussion on: “Promoting Respect in Civil Discourse,” worth 3 participation points & in-class discussion on Diversity Issue: Accents, worth 3 participation points. **This will be held o 12/3/2013.**

3. **Pretest and Posttest Assessment (10 Points):** There will be a pre- test in the beginning of the semester **on 8/27/2013** and a post test at the end of the semester **on 12/5/2013**. You are required to take both the assessment tests, however these will not be graded.
4. **Exams:** There will be two class exams worth 50 points each and a Final exam worth 50 points. Each class exam will comprise of 50 multiple-choice questions. The Final exam will comprise of 50 multiple-choice questions.

First Exam will be held on 9/26/2013, Second Exam will be held on 11/5/2013, and Final Exam will be held on 12/16/2013 from 2:45P.M.-5:00P.M. in DMH 164.

NOTE: THERE WILL BE NO MAKE-UP EXAMINATIONS GIVEN.

Grading Policy

GRADING DETAILS:

Two Class Exams	100
Final Exam	50
Interviews	35
Media-Watch Group Summary	15
In-Class Writing Assignments	15
Participation	15
In-class Debates	10
In-Class Activity	10
Self-Exploratory Paper	10
Pre/Post Test (5 points each)	10
Total Possible Points	270

Grading Scale:

A+ = 265-270	C+ = 211-215
A = 252-264	C = 198-210
A- = 243-251	C- = 189-197
B+ = 238-242	D+ = 184-188
B = 224-237	D = 170-183
B- = 216-223	F < 161

Points to be noted:

- To receive complete credit on your papers, you must pay careful attention to grammar, spelling, sentence construction etc.
- All the written assignments are to be proof-read paper before being turned in and checked for Punctuation, Grammar, Spellings. Your papers are to be typewritten, double-spaced, 12 pitch font, one-inch margins, using Times New Roman font. On a sheet attached to the front of all your papers, Title of your paper, your Name, Course, Course Number, Semester/Year, and Due Date are to be included. Written work should follow the guidelines described in the American Psychological Association Publication Manual (6th Ed.). For some assignments students may be required to upload their work to Turnitin.com to ensure that material is not plagiarized. In case of material being found to be plagiarized the student will be accorded a failing grade (F). The student will also be referred to the Office of Student Conduct and Ethical Development for further action.
- Papers handed in late will lower your grade by five points for each day late.
- Assignments which are more than three weekdays late will not be accepted. There will be no exceptions to this and the assignments will be submitted personally. No credit will be awarded for emailed assignments.
- 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 mentioned in class. 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). If you have questions about this policy, please see me.

Attendance: Attending lectures is of prime importance for your success in the course. You are expected to be regular in your attendance. However attendance per se shall not be used as a criterion for grading according to Academic Policy F-69-24.

Using Canvas:

Dear Student,

Our course, Psych 191, will be using San Jose State's online learning management system **Canvas** for the upcoming semester.

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.

Username: SJSU 9-digit ID number.

Password: Self-generated password for your SJSUOne account

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/at/ec/canvas/>. This website offers a number of Quick Start Learning Guides to help you navigate Canvas tools. Also, detailed guides can be found at <http://guides.instructure.com/>.

For questions regarding the course or course materials, please contact me, the instructor.

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

- Phone: (408) 924-2337
- Submit a help ticket using the following
URL: <https://isupport.sjsu.edu/ecampus/ContentPages/Incident.aspx>.

- While logged into Canvas, click on the word **Help** on the upper right corner of the screen.
 - All assigned work should be submitted on the specified date.
 - Late submissions will amount to an immediate loss of 10% of the due credit.
 - Assignments which are more than three weekdays late will not be accepted. There will be no exceptions to this and the assignments will be submitted personally. No credit will be awarded for emailed assignments.
 - This course will follow this syllabus to the extent possible. However timing and specific nature of topics and activities may change. In case of any such changes, these will be clearly stated and mentioned in class. You are responsible for noting down any changes made to the class syllabus.
 - **Extra credit will not be given.**

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. 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.

Classroom Protocol

Specific Class Policy on Etiquette

In this class you are expected to be prepared by doing all of your class readings and assignments. You are expected to be active participants by asking questions, taking notes, and also by interacting with your peers. Classes will comprise of lectures, in-class activities, guest presentations, and films.

Special Note:

- *If you miss a class, you are responsible for getting the information covered. It is not the responsibility of the instructor to update students on content they missed in class. You are responsible for all information and announcements made in class.*
- *It is vital that you complete all scheduled readings and assignments before each class. Always bring your text book and additional material by your Instructor daily to class.*
- *Do not talk, read, or eat during class.*
- *Please arrive to class on time. If you must arrive late or leave early, please do so quietly and with a minimum of distraction. Please inform me before-hand via email if you will not be in class.*
- *Please refrain from doing homework of other classes or preparing for an exam for another class while attending this class.*

Cell Phones as well as other electronic devices

Please turn off (not on vibrate) all cell phones, pagers, any other electronic devices before entering the classroom. If found texting during the lecture you may be asked to leave for the remainder of the lecture.

ON TEST DAYS, be sure to turn off and put away your cell phone and take care of any personal needs before entering the classroom. On test days, **you will not be able to leave the classroom during a test & then return and continue taking the test. Also, be sure to have your SJSU ID CARD on test days in case I ask to see it.**

Laptops

You may not use your laptops in class unless we are doing a particular assignment which requires a laptop. Laptop use is restricted to note-taking only. Connecting to the internet and using class time to check emails, visiting social networking sites, surfing the web will result in loss of laptop privilege for the remainder of the semester.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course. Note that "common courtesy and professional behavior dictates 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." Furthermore, "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 any instructor generated material for this course such as lecture notes, test questions discussed in class, etc. without instructor consent." **If you plan to record lectures, please let me know in advance.**

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

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/SO7-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

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

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of your disability.

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

Student Technology Resources

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

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

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to

successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

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

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

SJSU Writing Center

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



Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling 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 at <http://www.sjsu.edu/counseling>

Tentative Course Schedule for 48460, Psychology of Prejudice, Fall 2013

Note: The schedule is subject to change with fair notice. You will be notified in class, as well as via email, and announcements posted on desire2learn.

Date	Activity	Topic	Material Due
8/22	Activity on Exploring Privilege	Discussing course requirements	Bring Scantron 882 E to next class for Pre Test
8/27	Take the Pre Test	Chapter1 Defining Stereotypes and Prejudice	
8/29	About Interviews , groups formed	Chapter 1 continued	
9/3	Groups meet	Chapter 1 continued	
9/5	Groups meet	Chapter 2 Origin and Maintenance of Stereotypes	
9/10	Groups meet	Chapter 2 continued	
9/12		Chapter 2 continued	
9/17	Debate on Affirmative Action	Chapter 3 Feeling vs. Thinking	
9/19		Chapter 3 continued	
9/24	Activity on "Historical treatment of Minorities"	Chapter3 continued	
9/26	First Exam In-class writing activity on Diversity in the Bay Area	Chapters (1-3)	
10/1		Chapter 4 The	

		Prejudiced Personality	
10/3	Explaining Media Analysis	Chapter 4 continued	
10/8	Media groups formed	Chapter 4 continued	***Interview Reports Due***
10/10	Video “True Colors”		
10/15	Media groups frame meet	Chapter 5 Old-Fashioned Versus Modern Prejudice	
10/17	Media groups meet	Chapter 5 continued	
10/22	Media group	Chapter 5 continued	
10/24		Chapter 6 Experiencing Prejudice	
10/29		Chapter 6 continued	***Media Group Summaries Due ***
10/31		Chapter 6 continued	
11/5	Second Exam	Chapters (4-6)	
11/7		Chapter 7 Ageism	
11/12		Chapter 7 continued	
11/14		Chapter 7 continued	
11/19		Chapter 8 Sexism	
11/21	Video” Killing us Softly III”	Chapter 8 continued	
11/26		Chapter 8 continued	
11/28	Video “ A Class Divided”		***Self-Exploratory Paper Due***
12/3	“Promoting	Chapter 9	Bring Scantron

	Respect in Civil Discourse.” Diversity Issue : Accents	Reducing Prejudice	882 E to next class
12/5		Chapter 9 continued	Take the Post Test
12/16	Final Exam	2:45P.M.-5:00P.M.	In DMH 164