

First Year Experience Course (FYE) Seminar

PSYC 2Q, Identity Development and Prejudice Awareness

48454, 45467, Section 02 & 03, Fall, 2013

Contact Information

Instructor: Dr. Neelam Rattan

Office Location: DMH 342

Telephone: (408) (924-5653)

Email: neelam.rattan@sjsu.edu

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: Monday & Wednesday 1:30P.M. - 2:45P.M. (Section 02)
Monday & Wednesday 3:00P.M. - 4:15P.M. (Section 03)

Classroom: HGH 227 (Section 2)
DMH 308 (Section 3)

GE/SJSU Studies Category: E (Human Understanding and Development)

Prerequisite: First term Freshmen only

Note: All courses with a 'Q' suffix are designated as First Year Experience courses.

Faculty Web Page and MYSJSU Messaging

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.

You are responsible for regularly checking with the messaging system through MYSJSU and Canvas.

Course Description

SJSU Course Catalog Description: “This seminar is designed to facilitate the transition to the university smoothly with a view to an increased understanding of one's cultural identity; and exploring mechanisms and consequences of prejudice and discrimination in American cultural groups.” Prerequisite: First term freshmen only.

Note: All courses with a 'Q' suffix are designated as First Year Experience courses.

Specific Course Description:

Transition from high school to the college can be full of challenges and choices. In high school everything was structured and familiar; students were clearly told what exactly was required of them. Now in college they are faced with the novel task of making choices for themselves. This seminar course is designed to facilitate this transition smoothly with a view to an increased understanding of one's cultural identity; provide a forum to discuss and better understand cultural differences; explore the mechanisms and consequences of prejudice, oppression, and discrimination in American cultural groups; and to explore personal beliefs about human differences.

This class aims at sensitizing students to recognize and respect the role of human diversity amongst us. Students will be encouraged to examine the various factors that are responsible for the development of stereotypes, prejudice, and discrimination. Students will also examine the psychological and human developmental theories as they relate to one's development across the life-span. The role of physiological development in human development will be one of the themes of the course. Ethnicity, sexual orientation, gender, social class, and disability will also be examined. Lastly, students are expected to become culturally aware of their own values, biases and assumptions about human behavior, especially as they apply to future interactions with diverse professionals and persons in today's multicultural society.

The class will combine discussion, didactic, and experiential exercises addressing these issues. The emphasis of this course will be on developing an understanding of multicultural populations and the psychology of oppression - including exploration of socio-cultural and personal barriers to a more in-depth understanding of one's personal similarities and differences in today's diverse environment.

Introduction to FYE

University-level study is different from what you experienced in high school. The First Year Experience course (FYE) is designed to help make your transition into college a success by helping you develop the skills and attitudes needed for the intellectual engagement and challenge of in-depth university-level study. Discovery, research,

critical thinking, written work, attention to the rich cultural diversity of the campus, and active discussion will be key parts of this FYE course. Enrollment in FYE courses is limited to a small number of students because these courses are intended to be highly interactive and allow you to easily interact with your professor and fellow students. FYE courses explore topics and issues from an interdisciplinary focus to show how interesting and important ideas can be viewed from different perspectives. The FYE course is intended to introduce you to academic and co-curricular opportunities and expectations at SJSU, combining intellectual challenge with support.

Hence the overall goals of this FYE course are to help students to:

- make a successful academic & personal transition to the university;
- become engaged in the curricular and co-curricular life of the university;
- clarify their educational, professional, and personal goals.

Course Goals and Student Learning Outcomes

This course qualifies as an Area E (Human Understanding and Development) course in your General Education Requirements. It is designed to enable you to achieve the following learning outcomes:

***CLO1* Recognize the physiological, social/cultural, and psychological influences on personal well-being. [GE]**

The following activities and readings are aimed at helping you achieve this Learning Objective:

- * Students will examine the theories of psychosocial development specific to ethnic identity and social identity development, e.g., theories of Freud, Erikson.
- * Students will examine empirical literature pertaining to social-cognitive neuroscience to understand the linkage between functioning of the brain, the thoughts, affect and behavior that arise as a result of those functions.

***CLO2* Students shall recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan. [GE]**

In meeting of this Learning Outcome:

- * Students will process their understanding of personal adjustment, stress, coping, and development of their personal identity as they transition from high school to college level. A special emphasis will be placed on assessing psychosocial stressors relevant for first year or first generation college freshmen.
- * Students will analyze the impact of group interactions from a social psychology perspective and how society, racism, and other forms of oppression contribute to their social and psychological development e.g., by way of in-class discussions students will be asked to examine the responsibility of society in the development of stereotyping, how students deal with it and what recommendations they have for themselves and others when they face racism, oppression and how it impacts their identity development.
- * Students will take 3 examinations (multiple choice with an essay question) covering their understanding of the psychological literature and theories related to development across the lifespan.

* Students will write a scholarly paper on Analyzing Hate and Prejudice.

CLO3 Students will develop and use appropriate social skills to enhance learning and develop positive interpersonal relationships to engage and interact with diverse ethnic groups, cultures, and lifestyles. [GE]

* Through class role-plays, role-modeling, and use of class exercises, discussions, media presentations, and examining the cross-cultural, psychological literature on identity development, students will openly analyze and discuss their personal relationships with others in various social contexts.

* Students will engage in critical thinking exercises frequently as a means of developing a psychological understanding of diverse “worldviews.” Students will analyze and discuss their internal reactions regarding sensitive issues of diversity, difference, and oppression. Students will discuss stereotype threat and disidentification and the role they play in their development within the university environment.

* Students will observe and participate in meetings/activities of various organizations, student clubs, and other cultural events relevant to the SJSU college culture. In doing so they will learn to acquire civic responsibilities, they will understand their role as educated citizens who will participate and guide our democracy.

* Student shall write one observational/exploration essay (750 words) in which they will observe a different culture. This essay will capture their immersion experience and their exposure to a different culture as they familiarize themselves to this culture by watching a movie, visiting a restaurant, conducting an interview with a person belonging to the chosen culture. Students will critically analyze and appreciate their reactions to their diverse immersion experience.

CLO4 Students will recognize themselves as individuals undergoing a particular stage of human development, and how their well-being is affected by the university’s academic and social systems, and how they can facilitate their development within the university environment. [GE]

Following are the activities that will help you achieve this Learning Outcome:

* Students will learn appropriate study skills and methods for acclimation into the SJSU environment/culture, e.g., peer mentor activities on note-taking, goal setting.

* Students will write brief summaries on activities related to social and multicultural college-campus experiences.

* Students will acclimate themselves to the SJSU intellectual and multi-social cultures both academically and personally.

By the end of the FYE course, students will be able to:

1) Appreciate and discuss the value of higher education to individuals and society.

Assessment of this FYE Learning Outcome:

Following are the activities that will help students meet this FYE Learning Objective:

- i) **Scholarly paper:** Students will be encouraged to use their information literacy skills following a library tour to research the topic and write a short scholarly paper.
 - ii) **Education Planner:** Complete an education planner.
- 2) **Locate academic and co-curricular experiences and resources at SJSU that will help them achieve their educational goals.**

Assessment of this FYE Learning Outcome:

- a. **Graduation Plan:** Students will develop a plan to graduation (or a plan for their first 2 years) and have it signed by their major adviser.
Workshops/ FYE events: Students will be required to attend a minimum of 3 FYE events/workshops (one each in Sept, Oct, and Nov) and present the information they learned to the class and submit a write-up about what they learned.
- b. **Two non-campus, non FYE events:** Students will be required to attend 2 on- campus, non-FYE events to provide them with a breadth of campus experiences. These events should reflect both co-curricular and cultural aspects of the University.
- c. **Scavenger Hunt:** Students will conduct a scavenger hunt.
- d. **“Choosing a Major” tutorial:** Students will be asked to complete this tutorial at the Career Center website.

3) Identify the skills and attitudes that contribute to academic success as a university-level scholar and assess their own strengths and limitations in those areas

Assessment of this FYE Learning Outcome:

- i) **FYE personal reflection paper:** Students will write a two-page FYE personal reflection paper of their college experience for their first month in college. They will answer these questions in writing of this self reflection: “What are some of the major changes that you have experienced? Did something go better or worse? What did you find the most challenging? If you could change something what would it be?”
- ii) **Library Tutorials: Students will be required to take these tutorials and score a minimum of 90% to get credit for taking these tutorials. These tutorials namely, Library Basics, InfoPower, Stairway to Success, Plagiarism, can be accessed by visiting:**
<http://libguides.sjsu.edu/tutorials>
- iii) **University Scholar Questionnaire:** Students will complete the University Scholar questionnaire (see attachment B) at the beginning and end of the semester.

- 4) **Demonstrate an ability to participate actively and respectfully during class discussions and dialogues, recognizing how their own and others' identities influence their interactions and how to bridge differences.**

Assessment of this FYE Learning Outcome:

Sensitivity-building Exercises: This Learning Objective will be met by asking students to participate in sensitivity-building exercises:

- i) **What's in a Name?** Students will be asked to say their name, and explain the history of their name, what language it comes from, its meaning, any special reason why the name was selected by the parents. Do they have any nicknames and what these mean?
Then students will be asked to reflect on the many diverse ethnicities, cultures and family histories that have just been shared.
- ii) **Unpacking the Knapsack**
The well-known essay, "White Privilege: Unpacking the Invisible Knapsack," by feminist scholar Peggy McIntosh will be assigned as a take-home reading. This will be followed by an in-class discussion on the following day.

Program Learning Outcomes (PLO)

Upon successful completion of the psychology major requirements...

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

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

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

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

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

Required Texts/Readings

Specific material from these sources are listed in the weekly assignments:

-  Blaine, B.E. (2013). *Understanding the Psychology of Diversity*. Thousand Oaks, California: SAGE Publications, Inc.

Additional Suggested Text Readings:

- ✚ Markus, H. & Moya, P. (2010). *Doing Race*. W.W. Norton & Co Inc. ISBN: 978-0-393-93070-2
- ✚ Inaba, D.S. & Cohen, W.E. (2000). *Uppers, Downers, & All Arounders: Physical and Mental Effect of Psychoactive Drugs*. 4th Ed. CNS Publications, Inc.
- ✚ Kivel, P. (2002). *Uprooting Racism: How White People Can Work for Racial Justice*. New Society Publishers. Canada.
- ✚ Meyers, David G. (2006). *Social Psychology*. 9th Edition. New York, NY. The McGraw-Hill Companies, Inc.

- ✚ Thomas, Murray R. (2005). *Comparing Theories of Child Development*. 6th Edit. Thomson/Wadsworth. Belmont, CA.
- ✚ Sue, D.W. (2010). *Microaggressions in Everyday Life*. Hoboken, New Jersey: John Wiley and Sons Inc. ISBN: 978-0-470-49140-9.

Important Web Addresses:

<http://www.apa.org/>
<http://understandingprejudice.org>
<http://www.socialpsychology.org/social.htm>

Other equipment / material requirements

882e Scantrons

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>

This is a course in Area E: Human Understanding and Development. There will be lectures, readings, media presentations, discussions and critical thinking exercises using the course text as well as studying additional material provided to you in class. There will also be class presentations by students. Activities that focus on identity development and prejudice will be an important part of the classroom culture. So as to familiarize you with university life, there will be specific activities to do that. The schedule (tentative) lists the various assignments and course components.

Class Participation-(60 points): Class discussions, experiential exercises, pop quizzes, and multimedia presentations, in-class writing assignments, are an essential part of the learning process during this course. Students are expected to attend class sessions as

scheduled and participate in class discussions. Points will be awarded for asking good questions, participating in class discussion and debates, experiential exercises (What's in a Name), examinations (3), as well as participating in the scavenger hunt, completing the "Choosing a Major" tutorial at the Career Center website, completing the University Scholar questionnaire, attending two non-campus events. The success of this class is directly dependent on your participation. In the unlikely event of a student absence, students will be expected to acquire notes from a fellow student who attended class. Participation in class discussions and exercises, based on the assigned readings, is expected from ALL students. NOTE that University policy F69-24, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.

1a). Personal self-disclosure is appropriate and ENCOURAGED: However, the instructor will take into account the fact that students vary in their ease and ability to initiate or participate in such discussions. Since we will discuss developmental theories, in relation to ethnic and cultural identities, it is important for students to share their personal perspectives regarding the development of identity from specific ethnic/cultural backgrounds and lifestyles.

- 1. Examination(s) of Student Learning** – (150 points - 2 – In Class Exams and a Final) - Students are required to take 2- examinations – each exam will comprise of 40 multiple choice and/or true or false questions, and/or essay format (10 points), and a final examination. Examinations will be announced by the instructor, and students will be granted a weekend to study for the examination. **All Exams will be closed-book exams.**

Topics for Exams:

Exam 1 will comprise of 50 multiple-choice questions drawn from Chapters 1,2,3,4,5,6, of the Blaine text and two essay questions one each based on Freud's and Erikson's theories. Each essay question will be worth 5 points.

*****This Exam will be held on 10/2/2013*****

Exam 2 will comprise of 60 multiple-choice questions covering Chapters 8, 9, 10, of Blaine text, Bronfrenbrenner's Model, Chapter 9 from Derald Wing Sue text).

*****This Exam will be held on 11/11/2013*****

Final Exams will comprise of 60 multiple choice questions drawn from Chapters 11, 12 from Blaine text, Chapter 11 from Derald Wing Sue text, Who am I from Markus & Moya text, Psychological affect of drug/alcohol use.

*****Final Exam for Section 2 will be held in HGH227 on 12/11/2013 from 12:15p.m. to 2:30p.m.*****

***** Final Exam for Section 3 will be held in DMH308 on 12/13/2013 from 12:15p.m. to 2:30p.m.*****

- 2. Examination of Student Writing** – The FYE writing requirement is 1500 words in a language and style appropriate to discipline.

- a) Students will write: 3=1-2 page summaries on FYE workshops. Summaries are **due on 11/27/2013**. Each summary is worth 5 points participation points.
- b) Students will write two essays: Personal Reflection Essay (**due 9/18/2013**) and Observational Essay (**due 11/4/2013**). Each essay will be worth 35 points.
- c) Scholarly Article-50 points:

You are to write a scholarly paper titled *Analyzing Hate and Prejudice*, by referring to the readings in the textbook "*Understanding the Psychology of Diversity*" as well as consulting empirical articles in peer-reviewed journals along with visiting hate website(s). You are to proof-read your paper before turning it in and check your paper for Punctuation, Grammar, Spelling errors. Your paper is to be typewritten, double-spaced, 12 pitch font, one-inch margins, using Times New Roman font and in standard American Psychological Association (APA) format. Papers will be graded on content and technical accuracy. Your paper should critically review the relevant empirical research and theory for your topic.

Detailed instructions about this paper will be given in class. **Scholarly paper is due on 10/7/2013.**

Note: Some students may be asked to go to the Writing Centre that addresses specific areas in their writing that may need attention. This will be explained further in Detailed instructions for writing of these assignments will be provided on canvas. 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.

Important Note: Written assignments found to be having substantial amount of errors in substantial errors in grammar, punctuation, spelling, clarity, conciseness, and validity of content will be returned ungraded as per the policy adopted by the Department of Psychology. Further there will also be a penalty of 10% on the final grade of rewritten work.

Online Library Tutorials: Take the online Library Basics, InfoPower, Stairway to Success, Plagiarism. These tutorials can be accessed by visiting:

<http://libguides.sjsu.edu/tutorials>

In order to get credit students must receive 90% and above on each of these tutorials.

Tutorials are due on 10/21/2013.

Grading Policy

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

Class Participation	60 points
2 in class Exams	120 points
Personal Reflection Essay	20 points
Observational Essay	20 points
Scholarly Paper	50 points
Completion of Tutorials (4)	20 points
Final Exam	60 points

GRADING SCALE:

GRADE	POINTS EARNED
A+	340-350
A	320-339
A-	305-319
B+	291-304
B	275-290
B-	260-274
C+	245-259
C	230-244
C-	215-229
D+	200-214
D	186-213
D-	185-170
F	0-169

- 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.

Using Canvas:

Dear Student,

Our course, Psych 1, 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.

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>

**48454, 45467, PSYC 2Q, Identity Development & Prejudice Awareness, Fall 2013,
Course Schedule**

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 canvas.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug. 21	<i>Overview of the Course</i> - Introduction of ourselves the course, course syllabus, and expectations & obligations from students as part of the FYE Culture and SJSU Freshmen. <i>Multicultural Dynamics in the Classroom:</i> Discussing our Assumptions, Fears, & Concerns about Multiple & Shifting Identities. Exercise(s) in Cross-Cultural Critical Thinking. (What's in a Name)
2	Aug. 26	<u>Readings:</u> Blaine, B.E. (2013). <i>Understanding the Psychology of Diversity</i> . Thousand Oaks, California: SAGE Publications, Inc. Chapter 1-Introduction to Psychology of Diversity
	Aug. 28	<i>Categorization & Stereotyping</i> <u>Readings:</u> Blaine, B.E. (2013). <i>Understanding the Psychology of Diversity</i> . Thousand Oaks, California: SAGE Publications, Inc. Chapter 2- Categorization & Stereotyping: Cognitive Processes That Shape Perceived Diversity
3	Sept. 04	<i>Expressing Stereotypes</i> <u>Readings:</u> Blaine, B.E. (2013). <i>Understanding the Psychology of Diversity</i> . Thousand Oaks, California: SAGE Publications, Inc. Chapter3-Stereotypes Expressed: Social Processes That Shape Diversity ^^^ <i>Explaining Scholarly Paper today</i> ^^^
	Sept. 09	----- <i>Library Tour</i> -----
4	Sept. 11	<i>Understanding Dynamics of Prejudice</i> <u>Readings:</u> Blaine, B.E. (2013). <i>Understanding the Psychology of Diversity</i> . Thousand Oaks, California: SAGE Publications, Inc. Chapter 4 Prejudice: Evaluating Social Difference
	Sept. 16	<i>Basic Concepts in Psychological Development Theories: S. Freud</i> <u>Readings:</u>

Week	Date	Topics, Readings, Assignments, Deadlines
		Thomas, Murray R. (2005). <i>Comparing Theories of Child Development</i> . 6th Edit. Thomson/Wadsworth. Belmont, CA. – Chapter 3
5	Sept. 18	<i>Basic Concepts in Psychological Development Theories: E. Erikson</i> <u>Readings:</u> Thomas, Murray R. (2005). <i>Comparing Theories of Child Development</i> . 6th Edit. Thomson/Wadsworth. Belmont, CA. – Chapter 4 ^^^Personal Reflection Essay is Due Today. No Exceptions! ^^^
	Sept. 23	<i>Race & Racism</i> <u>Readings:</u> Blaine, B.E. (2013). <i>Understanding the Psychology of Diversity</i> . Thousand Oaks, California: SAGE Publications, Inc. Chapter 5-Understanding Race, Racial Stereotypes, and Racism
6	Sept. 25	<i>Gender Stereotypes & Sexism</i> <u>Readings:</u> Blaine, B.E. (2013). <i>Understanding the Psychology of Diversity</i> . Thousand Oaks, California: SAGE Publications, Inc. Chapter 6-Understanding Gender Stereotypes and Sexism
	Sept. 30	<i>Sexism</i> Video : Killing Us Softly III Followed by in-class discussion.
7	Oct. 02	EXAM 1 (Chapters 1, 2, 3, 4, 5, 6 of the Blaine text and Freud's & Erikson's theories)
	Oct. 07	<i>Weightism</i> <u>Readings:</u> Blaine, B.E. (2013). <i>Understanding the Psychology of Diversity</i> . Thousand Oaks, California: SAGE Publications, Inc. Chapter 7- Understanding Obesity Stereotypes and Weightism ^^^ Scholarly Paper is Due Today. No Exceptions. ^^^
8	Oct.09	<i>Classism: Defining Power, Privilege, and Entitlement</i> Discussion on Peggy McIntosh's article In-Class Activity on Privilege
	Oct. 14	<i>Classism: Defining Dominant and Subordinate Cultures</i>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><u>Readings:</u> 1). Tatum, B.D. (1997). <i>“Why are all the Black Kids Sitting Together in the Cafeteria?” and other Conversations about Race.</i> Basic Books, Harper Collins Publishers, Inc., USA - Chapters 2. ***Library Tutorials Due***</p>
9	Oct. 16	<p><i>Classism: Defining Dominant and Subordinate Cultures</i> <i>Bronfrenbrenner’s Ecological Model: Influences on Identity Development.</i> <u>Readings:</u> Thomas, Murray R. (2005). <i>Comparing Theories of Child Development.</i> 6th Edit. Thomson/Wadsworth. Belmont, A. – Chapter 11</p>
	Oct. 21	<p><i>Classism: Defining Power, Privilege, and Entitlement</i> <u>Readings:</u> Blaine, B.E. (2013). <i>Understanding the Psychology of Diversity.</i> Thousand Oaks, California: SAGE Publications, Inc. Chapter 8- Classism and Homosexism ***Choosing a Major*** Tutorial Due</p>
10	Oct. 23	<p><i>Sexual Identity Development: Defining Homophobia.</i> <i>Microaggressions in Contemporary America</i> <u>Readings:</u> Sue, D.W. (2010). <i>Microaggressions in Everyday Life.</i> Hoboken, New Jersey: John Wiley and Sons Inc. - Chapter 9.</p>
	Oct. 28	<p><i>Homophobia & Ageism</i> Video: “If These Walls Could Talk 2.” Followed by in-class discussion.</p>
11	Oct.30	<p><i>Understanding Age Stereotypes</i> <u>Readings:</u> Blaine, B.E. (2013). <i>Understanding the Psychology of Diversity.</i> Thousand Oaks, California: SAGE Publications, Inc. Chapter 9-Understanding Age Stereotypes and Ageism</p>
	Nov. 04	<p><i>Social Stigma</i> <u>Readings:</u> Blaine, B.E. (2013). <i>Understanding the Psychology of Diversity.</i> Thousand Oaks, California: SAGE Publications, Inc. Chapter 10- Social Stigma: The Experience of Prejudice ^^^Observational Essay is Due Today. No Exceptions! ^^^</p>

Week	Date	Topics, Readings, Assignments, Deadlines
12	Nov. 06	<i>Discussion on Affirmative Action</i>
	Nov. 11	EXAM 2 (Chapters 8, 9, 10, from Blaine text, Bronfrenbrenner's Model, Chapter 9 from Derald Wing Sue text)
13	Nov. 13	<i>Overcoming Social Stigma</i> <u>Readings:</u> Blaine, B.E. (2013). <i>Understanding the Psychology of Diversity</i> . Thousand Oaks, California: SAGE Publications, Inc. Chapter 11 Coping With Social Stigma- Social Stigma: The Experience of Prejudice
	Nov. 18	<i>Responding to Social Inequality</i> <u>Readings:</u> Blaine, B.E. (2013). <i>Understanding the Psychology of Diversity</i> . Thousand Oaks, California: SAGE Publications, Inc. Chapter 12 Responding to Social Inequality: Behavioral and Cognitive Interventions for Reducing Prejudice
14	Nov. 20	<i>The Psychological Affect of Drug/Alcohol Use on Identity Development</i> <u>Reading:</u> Inaba, D.S. & Cohen, W.E. (2000). <i>Uppers, Downers, & All Arounders: Physical and Mental Effect of Psychoactive Drugs</i> , 4th Ed. CNS Publications, Inc. Ashland, OR.
	Nov. 25	<i>The Psychological Affect of Drug/Alcohol Use on Identity Development</i> <u>Reading:</u> Inaba, D.S. & Cohen, W.E. (2000). <i>Uppers, Downers, & All Arounders: Physical and Mental Effect of Psychoactive Drugs</i> . 4th Ed. CNS Publications, Inc. Ashland, OR.
15	Nov.27	<i>The Psychological Affect of Drug/Alcohol Use on Identity Development</i> <u>Reading:</u> Inaba, D.S. & Cohen, W.E. (2000). <i>Uppers, Downers, & All Arounders: Physical and Mental Effect of Psychoactive Drugs</i> .4th Ed. CNS Publications, Inc. Ashland, OR. *** FYE WORKSHOP REQUIREMENTS due today***

Week	Date	Topics, Readings, Assignments, Deadlines
	Dec.02	<i>Identity Development: Drug and Alcohol Use</i> <u>Reading:</u> Inaba, D.S. & Cohen, W.E. (2000). <i>Uppers, Downers, & All Arounders: Physical and Mental Effect of Psychoactive Drugs</i> . 4th Ed. CNS Publications, Inc.
16	Dec. 04	<i>Multicultural Dynamics in the Classroom Reiterated:</i> <u>Readings:</u> Sue, D.W. (2010). <i>Microaggressions in Everyday Life</i> . Hoboken, New Jersey: John Wiley and Sons Inc. - Chapter 11. Markus, H. & Moya, P. (2010). <i>Doing Race</i> . W.W. Norton & Co Inc. -- Part Four: Who Am I? Race, Ethnicity, Identity, (359-386).
	Dec. 09	<i>Last Day of Formal Instruction: Review for Final Examination</i> DO NOT MISS THIS CLASS!!!!
Final	12/11	From 12:15P.M. to2:30P.M. in HGH 227 (SECTION 02)
Exam	12/13	From 12:15P.M. to2:30P.M. in DMH 308 (SECTION 03)