

San José State University
Psychology
PSYCH 191, Psych of Prejudice, Section 80, Fall 2022

Course and Contact Information

Instructor:	Christine Ma-Kellams
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Office Hours:	T/R 9-10 on Zoom: https://sjsu.zoom.us/j/91199033927
Class Days/Time:	M/W 10:30-11:45 AM
Classroom:	On Zoom/Canvas: https://sjsu.zoom.us/j/82578903814?pwd=SUQrNTJRSGZMOEdneHJ0NWRCMit0QT09 Passcode 865292
Prerequisites:	Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better Completion of Core General Education Upper division standing Completion/co-registration in 100W Completion of Psyc 1
GE/SJSU Studies Category:	S

Course 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.

Course Format: Online

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through MySJSU on [Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> to learn of any updates. **For help with using Canvas see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)** (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)

Course Goals

How do attitudes, beliefs, and behaviors based on group membership become problematic, and what can explain and counteract prejudice? This course will explore the specific ways prejudice, stereotypes and discrimination shapes your sense of self, emotions, motivation, judgments, and relationships. We will discuss racism, sexism, classism, and ageism, to name a few. We will cover both the research from the stereotyper and the stereotyped.

In doing so, the goal of this course is to help you gain a better appreciation for the causes and consequences of judging people based on their social group membership. In order to achieve these goals, we will review empirical psychological research on prejudice/stereotypes/discrimination, examine theoretical and methodological foundations of these processes, and apply them to real-world issues, from Tiger-parenting to how Obama influences White identity. We will discuss several basic questions of the psychology of prejudice, such as:

1. What is the difference between prejudice, stereotyping, and discrimination?
2. How does prejudice and stereotyping relate to psychological processes?
3. How we use psychological findings to become better at dealing with group conflicts, ethnic tensions, or diversity?

Class will include lecture, in-class demos, small-group activities, videos, and presentations.

GE Learning Outcomes (GELO) for SJSU Studies (Area S) and the assignments related to them:

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

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

Final paper: this APA style research paper will focus on one specific identity and the empirical findings related to prejudice, stereotypes, or discrimination surrounding that identity. In addition, all exams will contain questions on prejudice, stereotypes and/or discrimination experienced by different identities.

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

Measuring your prejudice paper: this paper will include a discussion for the reasons behind implicit bias, including the historical, social, political or economic factors. In addition, the final paper may also include a discussion of the societal processes contributing to prejudice, stereotypes or discrimination.

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).*

Prejudice reduction paper: this paper will propose actions that can decrease bias and promote equality and assess the efficacy of such an intervention.

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

Micro-aggression presentation: a central part of this presentation will be to propose constructive ways to react to interactive contexts where micro aggressions are perceived. In addition, midterm #2 and the final exam will contain questions about efforts at increasing contact between groups and the efficacy of such strategies in reducing prejudice.

GE Content Objectives (Area S) and the assignments related to each:

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

-All assignments will address diversity in its various forms (race/ethnicity, class, gender, sexual orientation, religion, etc.)

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.*

-Measuring your prejudice paper

-Prejudice reduction paper

-Final paper

-For all three papers, feedback will be given related to both content and style. Students are also encouraged to seek preliminary feedback prior to the due dates of papers to make sure they are on track.

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

-Prejudice reduction papers

-All exams

Both the papers and exams will cover issues of how diversity informs the way we construct our societies and engage with peers and strangers, coworkers and authority figures, those we agree with and those we don't.

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

-Microaggression presentation

-Prejudice papers

In both these assignments, students will reflect on their own attitudes and beliefs in relation to social group membership.

Course Learning Outcomes (CLO)

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

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

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

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

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

Program Learning Outcomes (PLOs): Upon successful completion of the psychology major requirements...

PLO1 -- Knowledge Base of Psychology -- Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical

trends in psychology.

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

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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 & Readings

Required readings are listed below and will be posted on Canvas.

Recommended supplemental reading: Ma-Kellams, C. (2018). *Cultural Psychology: Cross-Cultural and Multicultural Perspectives*. Lanham, MD: Rowman & Littlefield.

Library Liaison

Christa Bailey, Email: christa.bailey@sjsu.edu

Course Requirements and Assignments

Activities

In-class activities are an important part of this class and attending class requires active participation. Activities are meant as a space for you to apply the theories and findings from the psychology of prejudice to the real world.

Attendance

Timely attendance and participation are essential for success in the course. I will do my best to foster an environment where all students feel free to express their ideas. If you miss class, you will likely miss important material that may be covered on the exams, and you will lose points for any participation activities that you miss. You are responsible for all announcements, in-class handouts, lectures, and other materials from class whether you attend class or not. You should try to get missed notes from a classmate.

Course Readings

Readings should be done before each class. Useful discussions follow only when everyone has completed the readings thoroughly and thoughtfully.

Exams: All midterm exams are noncumulative; however, the final exam is cumulative. Prior to each exam, there will be an in-class review session; please prepare ahead of time and bring questions to the review. Exam material will come from lectures, in-class activities, and assigned readings.

Prejudice papers:

In the “Measuring your own prejudice paper,” you will visit implicit.harvard.edu and pick one Implicit Association Test to take. Before taking the IAT, you will write down what you predict your results will show (i.e., what kind of bias you will have towards the group targeted on the IAT and whether it will be strong,

moderate, slight, or no bias). After taking the IAT, you will record your actual results. Then, you will write the paper on: 1) the definition of implicit bias and what the IAT measures; 2) what you predicted your bias to be; 3) what your bias actually was based on the IAT; and 4) reasons for the discrepancy (or accuracy) of your predicted vs. actual bias.

In the “Prejudice reduction paper,” you will attempt to change the bias you demonstrated on the IAT by engaging in an activity of your choice (for example, meeting someone from the group you showed a bias towards, reading a memoir or watching a film created by a person from this group, etc.). Afterwards, you will re-take the same IAT and record whether there was any change in your implicit attitude. For the paper, you will discuss: 1) what activity you engaged in; 2) your justification for why the activity should’ve changed your bias; 3) your results on the second time you took the IAT; and 4) ways you can apply this to real world efforts aimed at prejudice reduction.

Micro-aggressions presentation: Students are required to explore micro aggressions by documenting either a micro-aggression they’ve experienced or witnessed. Specific instructions for this assignment will be passed out in class.

Class participation: We will engage in a variety of in-class activities, including demonstrations, group discussions, quick-writes, videos, and interactive games. Attendance and participation in these activities are crucial for doing well in the course.

Final Paper: Scientific understanding of prejudice is based on empirical research. As a student of this science, it’s important that you be able to think critically about published research and think creatively about future directions for existing research. To facilitate this learning, you will choose one topic related to prejudice, stereotyping or discrimination and complete a paper on the topic. The paper will include a thorough review of the existing literature on the topic, your own critical analysis of the research that has been conducted, possible future directions and practical applications. The paper should include at least 3 journal articles or academic books as references, and be in APA style. Additional information will be provided in class.

****ALL written assignments need to use 12-point Times New Roman font, double-spaced, with 1-inch margins.

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.

Final Examination or Evaluation

The final exam will be cumulative.

Grading Information

Grading

<u>Assignment</u>	<u>Grade</u>
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Activities/Assignments:

Micro-aggressions presentation	10 pts
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Measuring your own prejudice paper	10 pts
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Prejudice reduction paper 10 pts

Exams:

Midterm #1 40 pts

Midterm #2 40 pts

Final Exam 40 pts

Research Project:

Final Paper Topic + references 10 pts

Final Paper 20 pts

Determination of Grades

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>96 to 100%</i>
<i>A</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>86 to 89 %</i>
<i>B</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>76 to 79%</i>
<i>C</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>66 to 69%</i>
<i>D</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>60 to 62%</i>

- Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C - not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.”

Classroom Protocol

Late assignments

An assignment turned in after the due date (and time) will receive a 10% penalty per day late. If you do not show up for the exam, you will receive a zero on it. There are no exceptions to this rule except for emergencies with official documentation (e.g., doctor’s note). Note the deadlines in the class syllabus and plan accordingly.

Electronics

Cell phones, mp3 players, and all other electronic devices should be turned off in class. Texting or answering calls during class is not acceptable. If electronic devices are visible during an exam, you will receive a zero on the exam.

Laptops are strongly discouraged: Social media is bad for your happiness (studies show) and addictive (so is email). Please consider the limitations of “multi-tasking” and make an informed choice when deciding to bring computers to class.

Academic Honesty

You are held to the highest standard of academic honesty and integrity. Cheating, plagiarism, and other forms of academic misconduct will not be tolerated. You may never use the ideas or work of another person without proper citation (i.e. noting the name and source according to APA style). The work you turn in for all assignments should always be your own. I am interested in your original ideas, as well as your ability to properly cite others' ideas. Keep in mind that plagiarism does not necessarily have to be intentional to be serious. When in doubt, cite!

Contact

I check my email on a daily basis Monday-Friday and should respond to most queries within 24 hours. Please feel free to approach me before/after class, or make an appointment for office hours.

Accessibility

Any student needing academic adjustments or accommodations should talk with me by the end of the second week of the term. University Policies (Required)

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) at (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). **Make sure to visit this page, review and be familiar with these university policies and resources.**

In the following pages, you will find an outline of the topics and readings we will be covering. Please note that the syllabus may be updated during the semester to reflect changes in course readings, shifts in lecture topics,

etc. You will be notified each time a change takes place.

PSYC 191-80 / Psychology of Prejudice, Spring 2022, Course Schedule

Course Schedule (subject to change with fair notice made during class/via Canvas)

Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
1	8/22-24	<p>Introduction & Origins</p> <p>Recommended reading: Textbook Ch. 7</p>	
2	8/29-8/31	<p>Racism: Old-Fashioned, Modern, Institutional, & Otherwise</p> <p>Correll, J., Park, B., Judd, C. M., & Wittenbrink, B. (2002). The police officer's dilemma: Using ethnicity to disambiguate potentially threatening individuals. <i>Journal of personality and social psychology</i>, 83(6), 1314.</p> <p>Sue, S., & Okazaki, S. (1990). Asian-American educational achievements: A phenomenon in search of an explanation. <i>American Psychologist</i>, 45, 913-920.</p>	GELO #1
3	9/5-7	<p>Labor Day (no class) & Identity Politics</p> <p>Trail, T. E., Goff, P. A., Bradbury, T. N., & Karney, B. R. (2012). The costs of racism for marriage: How racial discrimination hurts, and ethnic identity protects, newlywed marriages among Latinos. <i>Personality and Social Psychology Bulletin</i>, 38(4), 454-465.</p>	GELO #2
4	9/12-14	<p>MEASURING YOUR PREJUDICE DUE Unpacking Identity Politics & Classism</p> <p>Knowles, E. D., Lowery, B. S., Chow, R. M., & Unzueta, M. M. (2014). Deny, Distance, or Dismantle? How White Americans Manage a Privileged Identity. <i>Perspectives on Psychological Science</i>, 9(6), 594-609.</p> <p>Recommended reading: Textbook pgs. 33-36</p>	GELO #3
5	9/19-21	<p>REVIEW & MIDTERM #1</p>	GELO #1-2

Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
6	9/26-28	Classism cont. & Sexism Stephens, N. M., Hamedani, M. G., & Destin, M. (2014). Closing the Social-Class Achievement Gap: A Difference-Education Intervention Improves First-Generation Students' Academic Performance and All Students' College Transition. <i>Psychological Science</i> , 25(4), 943-953. Recommended reading: Ch. 2	GELO #1-2
7	10/3-5	Sexism cont. & Ageism, Weight Stigma Hammond, M. D., & Overall, N. C. (2017). Dynamics within intimate relationships and the causes, consequences, and functions of sexist attitudes. <i>Current Directions in Psychological Science</i> , 26(2), 120-125. Recommended reading: Textbook Ch. 4	GELO #3
8	10/10-12	FINAL PAPER TOPIC & REFERENCES DUE Sexual Prejudice & Ingroup derogation Major, B., Eliezer, D., & Rieck, H. (2012). The psychological weight of weight stigma. <i>Social Psychological and Personality Science</i> , 3(6), 651-658. Herek, G. M. (2000). The psychology of sexual prejudice. <i>Current directions in psychological science</i> , 9(1), 19-22.	GELO #1
9	10/17-19	Self-Stereotyping & Regional Prejudice Bell, A. C., & Burkley, M. (2014). "Women Like Me Are Bad at Math": The Psychological Functions of Negative Self-Stereotyping. <i>Social and Personality Psychology Compass</i> , 8(12), 708-720. Recommended reading: Textbook Ch. 8	GELO #1
10	10/24-26	REVIEW & MIDTERM #2	GELO #4
11	10/31-11/2	Microaggressions & Diversity Sue, D.W., Capodilupo, C.M., Torino, G.C., Bucceri, J.M., Holder, A.M., Nadal, K.L. & Esquili, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. <i>American Psychologist</i> , 62, 271-286.	GELO #4
12	11/7-9	MICROAGGRESSIONS PRESENTATIONS	GELO #4

Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
13	11/14-16	<p>FINAL PAPER DUE Multiculturalism vs. Color Blindness; Prejudice Reduction</p> <p>Brandt, M. J. (2011). Sexism and gender inequality across 57 societies. <i>Psychological science</i>, 22(11), 1413-1418.</p> <p>Hodson, G. (2011). Do ideologically intolerant people benefit from intergroup contact?. <i>Current Directions in Psychological Science</i>, 20(3), 154-159.</p> <p>Recommended reading: Textbook Ch. 10</p>	GELO #4
14	11/21-23	Thanksgiving	
15	11/28-30	<p>PREJUDICE REDUCTION PAPER #2 DUE Frontiers in the Neuroscience of Prejudice & the Future of Prejudice</p> <p>10 Big Ideas in 10 Years of Brain Science: http://www.scientificamerican.com/article/10-big-ideas-in-10-years-of-brain-science/</p> <p>Enos, R. D. (2014). Causal effect of intergroup contact on exclusionary attitudes. <i>Proceedings of the National Academy of Sciences</i>, 111(10), 3699-3704.</p> <p>Recommended reading: Textbook Ch. 12</p>	GELO #1
16	12/5	<p>Review</p> <p>Yang, W. (2011). Paper Tigers. <i>New York Magazine</i>. http://nymag.com/news/features/asian-americans-2011-5/</p> <p>Arkes, H. & Tetlock, P. (2004). Attributions of implicit prejudice, or “Would Jesse Jackson ‘Fail’ the Implicit Association Test?” <i>Psychology Inquiry</i>, 15, 257-278.</p>	GELO #1-4
FINAL EXAM	12/12	FINAL EXAM (on Canvas)	GELO #4