

**San José State University**  
**Department of Psychology**  
**First Year Experience Course (FYE) Seminar**  
**PSYC 2Q, Identity Development and Prejudice Awareness**  
**41083, Section 80, Fall, 2022**

**Course and Contact Information**

**Instructor:** Dr. Neelam Rattan

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**Email:** [neelam.rattan@sjsu.edu](mailto:neelam.rattan@sjsu.edu)

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

-- Please write "PSYC 2Q" in the subject line of your email.

**Class Days/Time:** Monday & Wednesday 12:00PM – 1:15PM

**Office Hours:** Monday & Wednesday from 5:00PM – 6:30PM or by appointment

**Classroom:** Online

**Prerequisites:** First term Freshmen only

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

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

**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 educational, professional, and personal goals.

## Course Format: Online

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

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

**Online group Presentations**, details of these presentations will be explained in our synchronous class.

**Quizzes & Exams** will be conducted online comprising of take-home quizzes as well as in-class quizzes. Final Exam will be in-class.

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

## Course Canvas Site

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

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

- Quizzes & Exams

The course is “synchronous” (held during the regular class time).

All course exams will be taken during your regularly scheduled class time, except for the final (see class schedule for specific date).

### About Canvas:

- **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/ecampus/teaching-tools/canvas/index.html> This website offers a number of Quick Start Learning Guides to help you navigate Canvas tools. Also, detailed guides can be found at <https://community.canvaslms.com/community/answers/guides/canvas-guide>

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

- Phone: (408) 924-2337
- Submit a help ticket using the following URL: <https://isupport.sjsu.edu/ecampus>
- While logged into Canvas, click on the word **Help** in the lower left corner of the screen (near the bottom of the global navigation menu).  
<https://guides.instructure.com/m/4212>

### 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.

### Course Goals and Course & GE 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 Describe and analyze the interrelations among physiological, social/cultural, and psychological dimensions of human 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 and take quizzes on these theories.
- 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.
- This CLO will be addressed under Module 12 which pertains to will pertain to understanding the psychological effects of drug/alcohol use on one’s identity development.
- In fulfillment of this CLO, students will:

- Take a quiz on theories of Freud and Erickson.
  - Take online quiz on readings by Tatum, Hofstede & Bronfrenbrenner.
  - Students will write a critical thinking essay titled “Emerging Trends and Well-being.”
- **CLO2 Think critically and communicate effectively about ethics and integrity in academic and non-academic settings. [GE]**  
 In meeting of this Learning Outcome:
    - Students will be apprised of APA standards in conducting psychological research, and will be assigned vignettes to critically analyze ethics that are flouted therein.
    - Students will be taught to summarize empirical articles through effective paraphrasing. They will be taught the proper format of both in-text citations as well as citing references in the APA format.
    - In fulfillment of this CLO, students will:
      - Complete an in-class activity on cultural relativism, ethnocentrism, universalism.
      - Take 3 examinations (multiple choice question) covering their understanding of the psychological literature pertaining to ethics both in the academic and non-academic setting.
      - Create a TED-style climate talk, assignment based on the readings of the book All We Can Save: Truth, Courage and Solutions for the Climate.
  - **CLO3 Reflect upon their own experiences along dimensions of well-being and engage in activities that promote human wellness across the lifespan. [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. In doing so students will examine their own privileges and delve on prejudice-reduction strategies by way of promoting wellness across the lifespan.
    - In fulfillment of this CLO, students will:
      - Take online quiz on readings by Tatum, Hofstede & Bronfrenbrenner.
      - Take the IAT.
      - Complete online assignment based on LGBT Rights Timeline.
  - **CLO4 Know how to access social and academic resources that enhance learning and facilitate positive interpersonal relationships with diverse groups and individuals. [GE]**  
 Following are the activities that are aimed at achieving 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.
- 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.
- In fulfillment of this CLO, students will:
  - Complete the education planner, attend 2 FYE campus and 1 off campus FYE workshops/events.
  - Take part in a discussion on power, privilege and entitlement.
  - Participate in the virtual library tour.
  - Complete a scavenger hunt.
  - Complete two library tutorials namely sjsu infoPower & plagiarism.

## FYE Learning Outcomes

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

- **Appreciate and discuss the value of higher education to individuals and society.**

Assessment of this FYE Learning Outcome:

- Critical Thinking Essay titled *Emerging Trends and Well-Being*: Students will be encouraged to use their information, literacy skills.
- *Education Planner*: Complete an education planner.

- **Locate academic and co-curricular experiences and resources at SJSU that will help them achieve their educational goals**

Assessment of this FYE Learning Outcome:

- Graduation Plan: Students will develop a plan to graduation
- Workshops/ FYE events: Students will be required to attend a minimum of 3 FYE events/workshops and submit a write-up about what they learned.
- Two non-campus, non FYE events: Students will be required to attend 1 on-campus, 1 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.
- Scavenger Hunt: Students will conduct a scavenger hunt.

- **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:

- 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 you find the most challenging? If you could change something what would it be?”
- 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, sjsu *infoPower*, and Plagiarism, can be accessed by visiting: <http://libguides.sjsu.edu/tutorials>

- University Scholar Questionnaire: Students will complete the University Scholar questionnaire (see attachment B) at the beginning and end of the semester.
- **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 through asking students to participate in sensitivity-building exercises: What's in a Name?
- Complete an assignment based on the following readings:  
Johnson, A.G. (2006). *Privilege, Power and Difference, 2nd Ed.* San Francisco: McGraw-Hill.

## 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. and Brechley, K.J.M. (2018). *Understanding the Psychology of Diversity*. Third Edition Thousand Oaks, California: SAGE Publications, Inc. ISBN:9781483319230
- Johnson, A.E., and Wilkinson, K.K..(2021). *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis*. New York: One World.

## Additional Suggested Text Readings:

- Inaba, D.S. & Cohen, W.E. (2014). *Uppers, Downers, & All Arounders: Physical and Mental Effect of Psychoactive Drugs*. 8th Ed. CNS Publications, Inc.
- Johnson, A.G. (2018). *Privilege, Power, and Difference*. 3rd Ed. San Francisco: McGraw-Hill.
- Kivel, P. (2017). *Uprooting Racism: How White People Can Work for Racial Justice*. 4<sup>th</sup> Ed. New Society Publishers. Canada.
- Meyers, David G. (2012). *Social Psychology*. 11th Ed. New York, NY. The McGraw-Hill Companies, Inc.
- Thomas, Murray R. (2005). *Comparing Theories of Child Development*. 6th Ed. Thomson/Wadsworth. Belmont, CA.
- Sue, D.W., and Apanierman, L. (2020). *Microaggressions in Everyday Life*. 2<sup>nd</sup> Ed. Hoboken, New Jersey: John Wiley and Sons Inc.

## Important Web Addresses:

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

## Library Liaison

Bailey, Christa

Phone: 408-808-2422

Email: [christa.bailey@sjsu.edu](mailto:christa.bailey@sjsu.edu)

## 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 can be found at

- <http://www.sjsu.edu/senate/docs/S12-3.pdf>
- [\*University Syllabus Policy S16-9\*](#)
- [\*University's Syllabus Information web page\*](#)

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

- **Online Participation:** Since this is in part an experiential class, participation is crucial to your overall grade performance. Many online and classroom activities and discussions will supplement the reading and students are responsible for all material, assignments and explanations, given in class and posted online on canvas. A list of activities that will be graded for online participation points are as follows:
  - Online Discussion on Privilege & Entitlement due on 9/21 at 11:59 p.m. (worth 10 points)
  - Take the IAT and take a screenshot of your result and drop it in the assigned Dropbox folder on Canvas on 10/3 by 11:59 pm. (worth 5 points)
  - Online assignment on LGBT Rights Timeline due on 10/24 at 11:59 p.m. (worth 10 points)This portion of online participation activities is **worth 25 points.**
- **In-class Participation:** Here is a list of activities that will be graded for in-class participation points:
  - In-class activity on cultural relativism, ethnocentrism and universalism on 9/14 (worth 10 points).
  - In-class virtual Library Tour on 9/19 (worth 10 points).
  - In-class assignment on completing the Education Planner, University Scholar Questionnaire, Scavenger Hunt, Graduation Plan on 10/10 (worth 10 points).
  - TED-talk Group Presentations on 11/7 & 11/9 (worth 10 points).This is **worth 40 points.**

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 states, “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.”

*Personal self-disclosure is appropriate and encouraged:* Your 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.

### Quizzes/Examination(s) of Student Learning

- Quizzes and exams will comprise of multiple-choice and true/false questions.
- There will be two quizzes (Quiz 1 & Quiz 2) each worth 10 points.
  - Quiz 1 will cover theories of Freud and Erickson and be due on 8/29 at 11:59 p.m.
  - Quiz 2 will cover readings by Tatum, Hofstede and Bronfrenbrenner will be due on 9/7 at 11:59 p.m.
- There will be two in-class book exams (Exam 1 & Exam 2) worth 40 points each.
  - Exam 1 will comprise of 40 multiple-choice questions drawn from Chapters 1,2,3,4, of the Blaine text, Theories of Freud & Erickson. This Exam will be held on 10/5/2022.
  - Exam 2 will comprise of 40 multiple-choice questions covering Chapters 5,6,7,8, of Blaine text. This Exam will be held on 10/31/2022.
- Final Exam will be Final Exam worth 65 points. Final Exams will comprise of 65 multiple choice questions drawn from Chapters 9, 10, 11, 12 from Blaine text, & Psychological effects of Drug/Alcohol use.
  - **Final Exam will be held on 12/14/2022 from 9:45A.M. to 12:00P.M.**

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

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

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

### Examination of Student Writing

The FYE writing requirement is 1500 words in a language and style appropriate to discipline.

- Students will write a Personal Reflection Essay worth 15 points **due on 10/10/2022**.
- Students will write: a 5-6 length paper titled “Emerging Trends and Well-being” (in fulfillment of CLO1) worth 50 points **due on 11/2/2022**
- Students will write: **2**=1-2 page summaries on FYE workshops & **1** summary on attending a non-campus event. Summaries are **due on 12/5/2022**. Each summary is worth 5 participation points. This is a part of your online participation points.



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 (7th Ed.). For some assignments, you may be required to upload your 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.

This semester our class is excited about being part of the SJSU campus reading program which involves the entire campus of students, faculty and staff reading the same book; this unique opportunity encourages community reading engagement and intellectual pursuit. This year’s selection is Johnson and Wilkinson’s *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis*, comprising of informative and provocative essays from women who are at the forefront of the climate movement. This book is a result of their Herculean efforts to raise awareness regarding climate change and global warming. Students will create a TED-style climate talk, assignment based on the readings of the book *All We Can Save: Truth, Courage and Solutions for the Climate Crisis* in pursuance of this CLO 2. Details of this assignment will be explained in class. Students will be required to submit a write-up of their talk.

Important Note: Written assignments found to be having substantial amount of 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.

Note: Some students may be asked to go to the Writing Center that addresses specific areas in their writing that may need assistance.

### Online Library Tutorials

Take the online infoPower and Plagiarism tutorials. 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 9/26/2022. Each tutorial will be worth 5 points.

### Grading Information

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

Class Participation	65 Points
2 Quizzes	20 points (10X2)
2 in-class Exams	80 Points (40X2)
Personal Reflection Essay	15 Points
Emerging Trends & Well-Being Essay	50 Points
Completion of Tutorials (2)	10 Points
TED-style Climate Talk	30 Points
Three Summaries of Workshops	15 Points
Final Exam	65 Points
Total Possible Points	350 Points

### **Grading Scale:**

*A plus = 338 to 350 points*  
*A = 324 to 337 points*  
*A minus = 314 to 323 points*  
*B plus = 303 to 313 points*  
*B = 289 to 302 points*  
*B minus = 279 to 288 points*  
*C plus = 268 to 278 points*  
*C = 254 to 267 points*  
*C minus = 244 to 253 points*  
*D plus = 233 to 243 points*  
*D = 219 to 232 points*  
*D minus = 209 to 218 points*  
*F = 208 points or lower*

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

Note:

- **All assigned work should be submitted on the specified date.**
- **Late submissions will NOT BE ACCEPTED.**
- 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**

- “Netiquette” -- Please use these general guidelines when emailing me and/or when posting on the class discussion boards.
  - When emailing your professor (me)

- Indicate your class in the subject line of your email (e.g., PSYC 2Q)
- Please address me by my formal title, (e.g., Professor or Dr. Rattan) and not MRS. Rattan or Hey! When you send emails to your instructors, it is a “formal” mode of communication. So, it is a good practice for you to write your emails as you would if you were sending any type of professional/formal email.
- Allow AT LEAST 24 -48 hours for a reply from me. If you email me on a Friday, the earliest you can expect me to respond is on the following Monday.
- Do Email me in Advance to:
  - set up an individual Zoom appointment to talk with me during my regular office hours or outside of my regular office hours if your schedule conflicts with them
  - inform me of any emergency/medical/family situation that may affect your ability to complete a course activity/assignment/quiz BEFORE the due date.  
\*\*\* NOTE: I will REQUIRE documentation of such situations to consider the possibility of an extension/make-up (see Make-up policy later in syllabus)
- DO NOT EMAIL ME TO ask when due dates are for activities/assignments/quizzes. Those are all listed on your course schedule and can be easily found there.
- Discussion boards posts -- When posting on the course discussion boards, please be respectful of one another’s opinions/beliefs/observations even when they are different or conflict with your own. It’s expected that we ALL behave with respect and tolerance for each other, despite any differences we have. Please refrain from any personal attacks, insults, etc. I hope the Discussion board posts will be a place where we can all feel comfortable to interact with another and engage in thoughtful “conversation” as a class.
  - \*\*\* There will be a separate Discussion board to post general questions about the course policies, assignments, activities, etc. Please post your general questions about the class on this discussion board and DO NOT EMAIL ME DIRECTLY about these.
  - I have found that several students usually have the same questions about activities/papers/assignments and it is more efficient to answer these types of questions through the CANVAS discussion board so that all students can read my answers/responses.
- Students’ responsibilities/expectations
  - Students **are responsible to know all due dates for assignments, activities, quizzes.** \*\*\* DO NOT EMAIL ME to ask when these due dates are. I will not reply to emails asking about this information as it is easily found on the course Canvas page, syllabus, and/or schedule.
  - Students are expected to **CHECK OUR CANVAS PAGE REGULARLY** to view course lectures, participate in class activities, complete assignments, and keep updated regarding course announcements.
  - Students are expected to turn in their own individual work and complete all module exams independently without any outside help of any kind (e.g., closed book, no notes, study guides, etc.)

If you have any questions/issues regarding any of these policies, please email me directly to discuss them.

## Zoom Classroom Protocol

- **Use of Camera in Class:** It is recommended that you have your camera on in Zoom. If for any reason that is not possible update your Zoom profile by adding your profile picture. This link provides guidance in customizing your profile:  
<https://support.zoom.us/hc/en-us/articles/201363203-Customizing-your-Profile>
- **Zoom Classroom Etiquette:**
  - Mute Your Microphone: To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
  - Be Mindful of Background Noise and Distractions: Find a quiet place to “attend” class, to the greatest extent possible
  - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
  - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc. Avoid sitting with lights or windows behind you.
  - Position Your Camera Properly: Be sure your webcam is in a stable position and focused at eye level. Avoid sitting with lights or windows behind you. Ensure that your audio and video are functional.
  - Limit Your Distractions/Avoid Multitasking: You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
  - Use Appropriate Virtual Backgrounds: You can also the Zoom's [virtual background](#)
    - If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.
  - Mute your mic unless you are speaking, you can quickly unmute your mic by holding the spacebar down.
  - Place your laptop on a flat stable surface.
  - If using your phone to access the Zoom meeting, position the device horizontally, not vertically and when speaking, look directly into the camera.
  - Listen deeply to whomever is speaking in the virtual room. Try not to interrupt, and if you do, apologize.
- **Recording Zoom Classes:** This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

## Special Note on Class Protocol:

Class will begin on time and end on time. I expect your safe and full participation in our online sessions. This entails being free from any distractions including driving, the consumption of drugs/and or alcohol and /or multitasking.

- ***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.
- 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 beforehand via email if you will not be in class.
- ***Regarding letter of recommendation - only students who have taken a minimum of 3 classes with me and earned a grade of A in each of these classes will be considered for a letter of recommendation.***

## **University Policies (Required - Delete the word “Required” in final draft)**

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

## **General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs./S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

## **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](#) 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](#) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop 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](#) at <http://www.sjsu.edu/advising/>.

## **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](#), requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate 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. Such 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.”
- It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “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.”
- For this class, each class session will be recorded via zoom, this is solely for the purpose allowing students in this class to have access to the lecture in case they missed a class. The recorded lecture will be shared with students who are enrolled in this class.

## **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 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 at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](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 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 at <http://peerconnections.sjsu.edu> for more information.

### **SJSU Writing Center**

"The San José State University Writing Center offers a variety of resources to help students become better writers, and all of our services are free for SJSU students. Our mission is to enhance the writing skills of SJSU students so they can communicate clearly in any setting (informal, academic, or professional). We accomplish this goal through creating original writing resources, offering workshops, and conducting one-on-one and small-group tutoring sessions.

The SJSU Writing Center has two locations: We conduct drop-in tutoring sessions in Clark Hall, Suite 126; we conduct scheduled appointments on the second floor of the MLK Library. We also offer online tutoring sessions using the Zoom web conferencing platform. All appointments can be made online at [sjsu.mywconline.com](http://sjsu.mywconline.com).

All our writing tutors 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 tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment, register for a workshop, or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>.

### **SJSU Counseling and Psychological Services**

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential 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 and Psychological Services website at <http://www.sjsu.edu/counseling>.

### **Spartan Support Network**

"Our campus has developed the Spartan Support Network to bring students together with specific campus resources promoting academic success. I have agreed to participate in this program and may refer you to it if I believe you need the services provided by Spartan Support Network to succeed in this course."

The Academic Counseling Center for Excellence (ACCESS) in the Social Sciences provides General Education advising, academic and graduation planning, mandatory Freshman Advising, probation advising, Statistics and Writing tutoring, career counseling, and Reinstatement and Former Student Returning (FSR) Advising for undergraduate students majoring or intending to major in any of the departments in the College of Social Sciences (COSS). We are committed to helping you develop a clear path to graduation and supporting your academic success.

- Location: Clark Hall 240
- Phone: (408) 924-5363
- Email: [socsci-success@sjsu.edu](mailto:socsci-success@sjsu.edu)
- Hours of Operation: Monday - Thursday: 8:30 am - 4:30 pm

## 41083 PSYC 2Q, Identity Development and Prejudice Awareness Fall, 2022 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/ Module	Date	Topics, Readings, Assignments, Deadlines
1	8/22	<p><b><i>Overview of the Course</i></b>                      Introduction of ourselves, the course, course syllabus, and expectations &amp; obligations from students as part of the FYE Culture and SJSU Freshmen.  <b><i>Multicultural Dynamics in the Classroom:</i></b> Discussing our assumptions, fears, &amp; concerns about online teaching; multiple &amp; shifting identities.                      Exercise(s) in Cross-Cultural Critical Thinking, What’s in a Name.                      (Participation Points)</p>
	8/24	<p><b><i>CLO1 Describe and analyze the interrelations among physiological, social/cultural, and psychological dimensions of human well-being.[GE]</i></b></p> <p><b><i>Basic Concepts in Psychological Development Theories: S. Freud</i></b>  <u>Readings:</u>                      Thomas, Murray, R. (2005). <i>Comparing Theories of Child Development</i>. 6th Edit. Thomson/Wadsworth. Belmont, CA. – Chapter 3</p>
2	8/29	<p><b><i>CLO1 Describe and analyze the interrelations among physiological, social/cultural, and psychological dimensions of human well-being.[GE]</i></b></p> <p><b><i>Basic Concepts in Psychological Development Theories: E. Erikson</i></b>  <u>Readings:</u>                      Thomas, Murray, R. (2005). <i>Comparing Theories of Child Development</i>. 6th Ed. Thomson/Wadsworth. Belmont, CA. – Chapter 4</p> <p><b><i>***Complete online Quiz 1 on Freud &amp; Erickson by 11:59 pm Tonight***</i></b></p>
	8/31	<p><b><i>Basic Concepts in social/cultural, and psychological dimensions of human well-being.</i></b>  <u>Readings:</u></p> <ol style="list-style-type: none"> <li>1. Examining Hofstede’s Onion Model &amp; Cultural Dimensions Theory</li> <li>2. Bronfrenbrenner’s Ecological Model: Influences on Identity Development Thomas, Murray, R. (2005). <i>Comparing Theories of Child Development</i>. 6<sup>th</sup> Edit. Thomson/Wadsworth. Belmont, A. – Chapter 11 Bronfenbenner’s Model</li> <li>3. Classism</li> </ol>
3	9/5	<i>Labor Day</i>
	9/7	<p><b><i>CLO3 Reflect upon their own experiences along dimensions of well-being and engage in activities that promote human wellness across the lifespan[GE]</i></b>  <u>Readings:</u></p>



Week/ Module	Date	Topics, Readings, Assignments, Deadlines
		<p>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.</p> <p><b>***Complete online Quiz 2 on Readings by Tatum, Hofstede &amp; Bronfrenbrenner by 11:59 pm Tonight***</b></p>
4	9/12	<p><b><i>CLO2 Think critically and communicate effectively about ethics and integrity in academic and non-academic settings[GE]</i></b></p> <p><b><i>Assignment: Complete in-class activity on Cultural relativism, ethnocentrism, universalism(Participation Points)</i></b></p> <p>Explaining:</p> <ul style="list-style-type: none"> <li>● Critical Thinking Essay “Emerging Trends and Well-Being”</li> <li>● TED-style climate talk, assignment based on the readings of the book All We Can Save: Truth, Courage and Solutions for the Climate Crisis in pursuance of <b><i>CLO2</i></b></li> </ul>
	9/14	<p><b><i>Diversity, Multiculturalism</i></b></p> <p><u>Readings:</u> Blaine, B.E. and Brenchley, K.J.M. (2018). <i>Understanding the Psychology of Diversity</i>. Thousand Oaks, California: SAGE Publications, Inc. Chapter 1-Introduction to Psychology of Diversity</p>
5	9/19	<p><b><i>CLO4 Know how to access social and academic resources that enhance learning and facilitate positive interpersonal relationships with diverse groups and individuals[GE]</i></b></p> <p><b><i>Virtual Library Tour Today (Participation Points)</i></b></p>
	9/21	<p><b><i>Defining Power, Privilege, and Entitlement</i></b></p> <p>Video: <a href="https://www.youtube.com/watch?v=BJL2P0JsAS4&amp;feature=emb_title">https://www.youtube.com/watch?v=BJL2P0JsAS4&amp;feature=emb_title</a></p> <p><u>Readings:</u></p> <ol style="list-style-type: none"> <li>1. Sue, D.W. et al. (2007). Racial Microaggressions in Everyday Life. Implications for Clinical Practice. <i>American Psychologist</i>, 62(4) 271–286.</li> <li>2. Johnson, A.G. (2006). <i>Privilege, Power, and Difference, Second Edition</i>. San Francisco: McGraw-Hill.</li> </ol> <p><b><i>Discussion Assignment: Go to Discussion Board and complete this Today 9/21 11:59 pm (Participation Points)</i></b></p>
6	9/26	<p><b><i>CLO3 Reflect upon their own experiences along dimensions of well-being and engage in activities that promote human wellness across the lifespan [GE]</i></b></p>

Week/ Module	Date	Topics, Readings, Assignments, Deadlines
		<p><b><i>Categorization &amp; Stereotyping</i></b>  <u>Readings:</u>            Blaine, B.E. and Brenchley, K.J.M. (2018). <i>Understanding the Psychology of Diversity</i>. Thousand Oaks, California: SAGE Publications, Inc.            Chapter 2- Categorization &amp; Stereotyping: Cognitive Processes That Shape Perceived Diversity</p> <p><b>***Library Tutorials Due Today 9/26 by 11:59 pm***</b></p>
	9/28	<p><b><i>Expressing Stereotypes</i></b>  <u>Readings:</u>            Blaine, B.E. and Brenchley, K.J.M. (2018). <i>Understanding the Psychology of Diversity</i>. Thousand Oaks, California: SAGE Publications, Inc.            Chapter 3 - Stereotypes Expressed: Social Processes That Shape Diversity</p>
7	10/3	<p><b><i>CLO3 Reflect upon their own experiences along dimensions of well-being and engage in activities that promote human wellness across the lifespan [GE]</i></b></p> <p><b><i>Understanding Dynamics of Prejudice</i></b>  <u>Readings:</u>            Blaine, B.E. and Brenchley, K.J.M. (2018). <i>Understanding the Psychology of Diversity</i>. Thousand Oaks, California: SAGE Publications, Inc.            Chapter 4 - Prejudice: Evaluating Social Difference</p> <p><b><i>Take the IAT and submit your screenshot in the assigned dropbox by 11:59 pm (Participation Points)</i></b></p>
	10/5	<p><b><i>Exam 1 on Chapters 1, 2, 3, 4</i></b></p>
8	10/10	<p><b><i>CLO4 Know how to access social and academic resources that enhance learning and facilitate positive interpersonal relationships with diverse groups and individuals. [GE]</i></b></p> <p><b><i>In-class Assignment on completing the Education Planner, University Scholar Questionnaire, Scavenger Hunt, graduation Plan (Participation Points)</i></b></p> <p><b>^^^Personal Reflection Essay is Due Today. No Exceptions! ^^^</b></p>
	10/12	<p><b><i>Gender Stereotypes &amp; Sexism</i></b>  <u>Readings:</u>            Blaine, B.E. and Brenchley, K.J.M. (2018). <i>Understanding the Psychology of Diversity</i>. Thousand Oaks, California: SAGE Publications, Inc.            Chapter 6 - Understanding Gender Stereotypes and Sexism</p>

Week/ Module	Date	Topics, Readings, Assignments, Deadlines
9	10/17	<p><b><i>CLO3 Reflect upon their own experiences along dimensions of well-being and engage in activities that promote human wellness across the lifespan[GE]</i></b>  <b><i>Gender Stereotypes &amp; Sexism</i></b>  <u>Readings:</u> Blaine, B.E. and Brenchley, K.J.M. (2018). <i>Understanding the Psychology of Diversity</i>. Thousand Oaks, California: SAGE Publications, Inc. Chapter 6 - Understanding Gender Stereotypes and Sexism</p>
	10/19	<p><b><i>Sex Stereotypes and Heterosexism</i></b>  <u>Readings:</u>  Blaine, B.E. and Brenchley, K.J.M. (2018). <i>Understanding the Psychology of Diversity</i>. Thousand Oaks, California: SAGE Publications, Inc. Chapter 7 - Understanding Sex Stereotypes and Heterosexism</p>
10	10/24	<p><b><i>CLO3 Reflect upon their own experiences along dimensions of well-being and engage in activities that promote human wellness across the lifespan[GE]</i></b>  <u>Readings:</u>  LGBT Rights Timeline</p> <p><b><i>Assignment: Complete Online Assignment due in the assigned Dropbox on 10/24 by 11:59 pm (Participation Points)</i></b></p>
	10/26	<p><b><i>Weightism</i></b>  <u>Readings:</u>  Blaine, B.E. and Brenchley, K.J.M. (2018). <i>Understanding the Psychology of Diversity</i>. Thousand Oaks, California: SAGE Publications, Inc. Chapter 8 -Understanding Obesity Stereotypes and Weightism</p>
11	10/31	<p><b><i>Exam 2 on Chapters 5, 6, 7, 8</i></b></p>
	11/2	<p><b><i>CLO1 Describe and analyze the interrelations among physiological, social/cultural, and psychological dimensions of human well-being.[GE]</i></b>  <b><i>Understanding Age Stereotypes</i></b>  <u>Readings:</u>  Blaine, B.E. and Brenchley, K.J.M. (2018). <i>Understanding the Psychology of Diversity</i>. Thousand Oaks, California: SAGE Publications, Inc. Chapter 9 - Understanding Age Stereotypes and Ageism</p> <p><b><i>^^^ Essay titled “Emerging Trends and Well-Being” is Due Today 11/2 by 11:59 pm in the assigned Dropbox folder on canvas. No Exceptions. ^^^</i></b></p>
12	11/7	<p><b><i>CLO2 Think critically and communicate effectively about ethics and integrity in academic and non-academic settings[GE]</i></b></p>

Week/ Module	Date	Topics, Readings, Assignments, Deadlines
		*** TED-style climate talk Presentations based on the readings of the book All We Can Save: Truth, Courage and Solutions for the Climate Crisis
	11/9	*** TED-style climate talk Presentations based on the readings of the book All We Can Save: Truth, Courage and Solutions for the Climate Crisis***
13	11/14	<p><b><i>CLO3 Reflect upon their own experiences along dimensions of well-being and engage in activities that promote human wellness across the lifespan. [GE]</i></b>  <b><i>Social Stigma</i></b>  <u>Readings:</u>  Blaine, B.E. and Brenchley, K.J.M. (2018). <i>Understanding the Psychology of Diversity</i>. Thousand Oaks, California: SAGE Publications, Inc.  Chapter 10 - Social Stigma: The Experience of Prejudice</p>
	11/16	<p><b><i>Overcoming Social Stigma</i></b>  <u>Readings:</u>  Blaine, B.E. and Brenchley, K.J.M. (2018). <i>Understanding the Psychology of Diversity</i>. Thousand Oaks, California: SAGE Publications, Inc.  Chapter 11 - Coping with Social Stigma</p>
14	11/21	<p><b><i>CLO4 Know how to access social and academic resources that enhance learning and facilitate positive interpersonal relationships with diverse groups and individuals. [GE]</i></b>  <b><i>Promoting Well-Being through Interventions for Reducing Prejudice</i></b>  <u>Readings:</u>  Blaine, B.E. and Brenchley, K.J.M. (2018). <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  <b><i>Prejudice Reduction</i></b>  Watch video on Prejudice Reduction</p>
	11/23	<i>Non-Instructional Day</i>
15	11/28	<p><b><i>CLO1 Describe and analyze the interrelations among physiological, social/cultural, and psychological dimensions of human well-being.[GE]</i></b>  <b><i>The Psychological Effect of Drug/Alcohol Use</i></b>  <u>Readings:</u>  Inaba, D.S. &amp; Cohen, W.E. (2000). <i>Uppers, Downers, &amp; All Arounders: Physical and Mental Effect of Psychoactive Drugs</i>. 4th Ed. CNS Publications, Inc. Ashland, OR.</p>
	11/30	<p><b><i>The Psychological Effect of Drug/Alcohol Use</i></b>  <u>Readings:</u></p>

Week/ Module	Date	Topics, Readings, Assignments, Deadlines
		Inaba, D.S. & Cohen, W.E. (2000). <i>Uppers, Downers, &amp; All Arounders: Physical and Mental Effect of Psychoactive Drugs</i> . 4th Ed. CNS Publications, Inc. Ashland, OR.
16	12/5	<p><b><i>CLO1 Describe and analyze the interrelations among physiological, social/cultural, and psychological dimensions of human well-being.[GE] The Psychological Effect of Drug/Alcohol Use</i></b></p> <p><u>Readings:</u> Inaba, D.S. &amp; Cohen, W.E. (2000). <i>Uppers, Downers, &amp; All Arounders: Physical and Mental Effect of Psychoactive Drugs</i>. 4th Ed. CNS Publications, Inc. Ashland, OR.</p> <p><b><i>*** FYE WORKSHOP Summaries due by 11:59 pm in the assigned Dropbox on canvas***</i></b></p>
Final Exam	12/14	<p>{Portion for Final Exam-Chapters 9, 10, 11, 12 from Blaine text, Video on prejudice reduction, Psychological effects of Drug/Alcohol Use}</p> <p><b><i>From 9:45AM to 12:00 PM</i></b></p>