

The Psychology of Prejudice Section 01

PSYC 191

Spring 2025 In Person 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/28/2025

Contact Information

Professor: Desiree A. Ryan, Ph.D.

Office Location: Dudley Moorhead Hall 316

Phone: 408-924-5545

Email (best way to contact me): desiree.ryan@sjsu.edu. Please put the course number in the subject line of the email.

Office Hours: Mondays 9:00-10:30am or by appointment

Course Days/Times: Mondays/Wednesdays: 1:30-2:45pm

Classroom Location: Clark Building 117

Course Description and Requisites

Provides an examination of psychological theory and research related to prejudice and discrimination from the perspectives of both the holders and targets of prejudice. Includes individual and small group exercises to provide experiential learning.

GE Area: S

Prerequisite(s): Completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended.

Letter Graded

Classroom Protocols

Inclusivity and Engagement Principles: Together, we will co-create a classroom environment that is inclusive and welcoming to everyone. In this course, we will respectfully discuss diverse experiences related to gender identity, race and ethnicity, and socioeconomic status, among others. To ensure that everyone's identities and experiences are valued and heard, I expect each of you to regard one another with the utmost respect. If you feel these principles are not being met by me or your peers, please let me know immediately.

Note on Device Use: To ensure environment is marked by respect and inclusivity, I ask that you please refrain from texting, browsing the internet, and/or using social media. I understand some of you may need to check your texts or phones for family emergencies, etc. so I ask that you please do so quietly and mindfully. If you are becoming distracted and not listening to or engaging with the course material, me, or your peers, I will ask to speak to you privately. If the behavior continues, I will ask you to leave the classroom.

Accessibility: I aim to make our learning community as accessible as possible. This means that I will provide accessible materials and create opportunities for different kinds of classroom engagement. If course materials are inaccessible, or you experience a barrier to participating in class, please bring this to my attention, and I will gladly work with you to ensure accessibility. If you are a student with a disability who requires accommodations to achieve equal access to this course, please visit the [Accessible Education Center \(https://www.sjsu.edu/aec/\)](https://www.sjsu.edu/aec/). Additionally, please get in touch with me privately during my office hours or by appointment, preferably during the first few weeks of the semester, so I can ensure your needs are being met.

Academic Integrity: All submitted work must be your own original work and produced exclusively for this course. Academic integrity includes following exam and paper rules, using only permitted materials during an exam, keeping what you know about an exam to yourself, incorporating proper citation of all sources of information, and only submitting your own original work. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented.

The use of **AI (e.g., ChatGPT)** at any stage of course assessments is prohibited. For example, students may not use AI to generate ideas, guide paper writing, or construct sentences, paragraphs, or full papers. Violations will be taken seriously and may result in a failing grade for the assignment and/or the course. I cannot guide you in developing your critical thinking and writing skills if you use AI during this course.

Academic misconduct includes, but is not limited to, disclosing exam content during or after you have taken an exam, accessing exam materials without permission, copying/purchasing any material from another student, or from another source, that is submitted for grading as your own, and plagiarism such as using internet material without proper citation.

Violations will be taken seriously and may result in a failing grade for the assignment and/or the course. If you have any questions, please talk with me before completing an assignment.

Distribution of Lecture Notes and Other Course Materials: All materials in this course are the intellectual property of their creators. As a student, you have access to many of the materials in the course for the purpose of learning, engaging with your classmates, and completing assignments. You have a moral and legal obligation to respect the rights of others by only using course materials for purposes associated with

the course. You are not permitted to share, upload, stream, sell, republish, share the login information for, or otherwise disseminate any of the course materials, including video and audio files, assignment prompts, slides, notes, syllabus, simulations, datasets, discussion threads.

Please note that teaching and learning is an iterative process, and as such, the course schedule and other syllabus content (e.g., exam question format) may shift as we progress through the semester.

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs): Upon successful completion of the Psychology of Prejudice (Psyc 191) course, students will be able to:

CLO1: 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.

GE Area S: Self, Society, and Equality in the U.S.

SJSU Studies courses -- Areas R, S, and V -- help students integrate knowledge between and among disciplines. In Area S courses, students study the interrelationships of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, inclusion, inequalities, and justice in the United States.

GE Area S Learning Outcomes

Upon successful completion of an Area S course, students should be able to:

1. describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, and intersectionalities;
2. analyze historical, economic, political, or social processes that shape diversity, equality, and structured inequalities in the U.S. and reflect on one's own identities and positions within these structures;
3. evaluate social actions which have or have not led to greater equality and social justice in the U.S.; and
4. engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities.

Writing Practice: Students will write a minimum of 3000 words in a language and style appropriate to the discipline.

GE Course Content Learning Outcomes

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

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

Writing -- Written assignments should include both in-class and out-of-class writing, giving students practice and feedback throughout the semester. Evaluative comments must be substantive, addressing the quality and form of writing. A single final term paper would not satisfy the requirement. A minimum of 3000 words of writing is required in a language and style appropriate for the discipline.

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

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

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Course Materials

Required Textbook: *Understanding the Psychology of Diversity 4e*, Fourth Edition
Blaine

To enhance your learning experience and provide affordable access to the right course materials, this course is part of an inclusive access model called First Day™. You may easily access the materials at a discounted price and benefit from single sign-on access with no codes required in Canvas. Please note that you should not be prompted to purchase the materials via Canvas or the publisher. This will result in double billing (and at a higher cost).

You will see the first-day billing on your student account via the Bursar's Office shortly after 2/18/25. However, any questions regarding the materials should be directed to your professor or Spartan Bookstore 408-924-1812.

It is not recommended that you opt-out, as these materials are required to complete the course. However, you may choose to opt-out on the first day of class and no later than 2/18/25.

You will see the course materials charge on your Bursar's student account unless you have opted out prior to the deadline.

For more information and FAQs go to customer care.bncollege.com.

Student Tutorial Videos

Accessing Your eTextbook: <https://vimeo.com/304674236>

Opting Out of First Day for your eTextbook: <https://vimeo.com/304674616>

Opting Out of First Day for your courseware: <https://vimeo.com/304674959>

Other Features on the Course Materials page: <https://vimeo.com/304675344>

Customer Care Contact Information

Customer Care is available 24/7 to help students with questions about accessing their course material, using their eTextbook, or opting out or into the First Day program. Be sure to share the below information with your students:

Link to Customer Care website: customer care.bncollege.com

FAQs and Tutorial Videos for the First Day Program: <https://tinyurl.com/firstdayfaq>

Open a ticket Online for the Customer Care Team: <https://tinyurl.com/customer care request>

Email the Customer Care Team: bookstorecustomer care@bncollege.com

Call the Customer Care team: 1-844-9-EBOOKS (1-844-932-6657)

REMINDER: You have until Feb 18th to opt out of having the textbook charged to your bursar account. If you do not opt-out by Feb 18th, you will be automatically charged.

I also ask that you please bring paper and a pen or pencil to each class.

Course Requirements and Assignments

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.

Course Assessments:

2 Papers (20 points each; 40 points in total): To better understand the psychology of prejudice, discrimination, and inequality, we will watch three documentaries throughout the course: (1) *Separated: Children at the Border*, (2) *Take it From Me*, (3) *No Más Bebés*. Each film was chosen to provide real-world examples of how discrimination, structural inequality, and social policies shape individual and collective experiences.

By watching and analyzing these films, you will meet GE Area S ALO Goals #1, #2, #3, and #4; CLOs #1, #3, and PLO #3 and #4:

- Explore the emotional and psychological effects of prejudice and inequality.
- Critically examine how policies and systems perpetuate injustice and exacerbate social disparities.
- Develop a deeper empathy for marginalized groups and an appreciation for their resilience and agency.
- Connect psychological theories and research with real-world contexts, fostering critical thinking, cultural competence, and an awareness of how prejudice and discrimination manifest in diverse domains, from healthcare to immigration to economic inequality.

You will write 2 of the 3 paper options. *PLEASE NOTE:* I will only grade 2 papers so please do not submit 3 papers. Papers will adhere to APA and be a minimum of 1500 words.

****Late papers** will be accepted up to 1 week after the due to date for partial credit (1 pt per 24 hours the paper is late).

Final Exam (20 points): For the final, you will take a 40-question (.5pts per question) multiple-choice cumulative exam. Please bring a #2 pencil to the exam and a green scantron (Reorder Form No. 882-E). I will provide a study guide a week before the final exam. This exam will meet PLO #1.

3 Quizzes (6 points each, 18 points in total): To ensure you regularly engage with content outside of lecture, read, and keep pace with the course, I will hold 4 quizzes throughout the semester and you will keep 3 of those scores. You can take all 4 and I will drop your lowest grade. You can also skip a quiz and I will drop the zero. This flexibility is to allow space for emergencies, illness, lateness, etc. Please plan accordingly. Quizzes meet CLO #1, #2, and PLO #1

Group Discussions and/or Activities (approx 10-12 discussions/activities throughout the semester, 1 to 2 pts each; (22 points). Throughout the semester, at random, I will have you break into groups to engage in activities and discussions where you will apply course concepts and reflect on your own personal experiences with and/or observations of stereotypes, prejudices, and discrimination. These discussions are important as we will be engaging actively and deeply with the course content in ways that cannot be facilitated by reading lecture slides at home on your own. As such, discussions cannot be made up regardless of illness, emergencies, athletic requirements, etc. I will provide some extra credit assignments which you can think of as "alternate assignments" for these cases. Group discussions and activities meet CLO #2 and #4; PLO #5.

Extra Credit

I will offer ~5 pts of extra credit (i.e., half a letter grade), which may cover a missed group discussion and a couple of points missed on quizzes or exams. This means you need to plan ahead for days you will miss (I would schedule in one illness for the semester because something always comes up when you least expect it and when it is least convenient!).

✓ Grading Information

Grading Breakdown:

93-100% A 87-89% B+ 80-82% B- 70-76% C

90-92% A- 83-86% B 77-79% C+ 60-69%

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance,

counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

I. Foundation to the Study of the Psychology of Prejudice (& Diversity)			
Week	Date	Lecture Topic	Due Date
Week 2	Mon, 1/27	Welcome & Overview of the Course Introduction to the Study of Prejudice & Diversity	No Reading
	Wed, 1/29	Diversity Issue #1.1: Meghan Markle & Hypodescent Diversity Issue #1.2: Income Inequality	Ch. 1
Week 3	Mon, 2/3	Categorization and Stereotyping	Ch. 2
	Wed, 2/5	Diversity Issue #2.1: Racial and Patient Profiling Diversity Issue #2.2: Positive Stereotypes and their Consequences	Ch. 2
II. Navigating Social Perceptions: Stereotypes, Prejudice, and the Dynamics of Diversity			
Week 4	Mon, 2/10	Stereotypes Expressed & Media Examples	Ch. 3
	Wed, 2/12	Prejudice: Evaluating Social Differences	Ch. 4

Week 5	Mon, 2/17	Prejudice: Theories- Social Dominance Orientation, RWA, and Upholding the American Dream	Ch.4 **Feb 18 Last Day to Add Courses & Register Late **Feb 18 Last Day to Opt-Out of Textbook Charge
	Wed, 2/19	Nationalism & Xenophobia	Quiz #1
III. Examining the Research and Lived Experiences			
Week 6	Mon, 2/24	Film- Separated: Children at the Border Paper #1 Introduction	
	Wed, 2/26	Deep Dive: Current Immigration Policy	Articles will be provided prior to class meeting
Week 7	Mon, 3/3	Classism & APA Unbiased Language	Review Guide to Bias-Free Language: https://apastyle.apa.org/style-grammar-guidelines/bias-free-language
	Wed, 3/5	Diversity Issue #4.4: Classism High School Resources Reflections on Impact	Langhout et al. (2009). Classism in the University Setting: Examining Student Antecedents and Outcomes.
Week 8	Mon, 3/10	Welfare, Unmet Basic Needs, and Stigma	Paper #1 Due 3/10 by 11:59pm on Canvas
	Wed, 3/12	Film- Take it From Me	Ch. 5
Week 9	Mon, 3/17	Racial Stereotypes and Racism Paper #2 Introduction	Ch. 5

	Wed, 3/19	<p>Criminal Justice and Health Care</p> <p>Diversity Issue #5.1: Affirmative Action- Confronting Institutional Racism <i>and</i> Perpetuating Stereotypes of Incompetence?</p> <p>Diversity Issue #5.2: Racial Microaggressions</p> <p>Diversity Issue #5.3: White Privilege and White Guilt</p> <p>Diversity Issue #5.4: Black Lives Matter</p>	<p>Ch. 5</p> <p>Quiz #2</p>
Week 10	Mon, 3/24	Gender and Sexism	Ch. 6
	Wed, 3/26	<p>Diversity Issue #6.1: The Gender Pay Gap</p> <p>Diversity Issue #6.2: The Glass Ceiling and the Maternal Wall</p> <p>Diversity Issue #6.3: Title IX and College Athletics</p>	<p>Ch. 6</p> <p>Paper #2 Due 3/26 by 11:59pm on Canvas</p>
Week 11	Mon, 3/31	Spring Break	
	Wed, 4/2	Spring Break	
Week 12	Mon, 4/7	Sex Stereotypes and Heterosexism	Ch. 7
	Wed, 4/9	Executive Order Recognizing Only 2 genders: Deep Dive	Ch. 7
Week 13	Mon, 4/14	Obesity Stereotypes and Weightism	Ch. 8

	Wed, 4/16	<p>Diversity Issue #8.1: Lookism</p> <p>Diversity Issue #8.2: Size Acceptance</p> <p>Diversity Issue #8.3: Does Fat Shaming Lead to Weight Loss?</p>	<p>Ch. 8</p> <p>Quiz #3</p>
Week 14	Mon, 4/21	Age Stereotypes and Ageism	Ch. 9
	Wed, 4/23	<p>Age IAT & Discussion</p> <p>Diversity Issue #9.3: Elder Abuse</p>	Ch. 9
Week 15	Mon, 4/28	Film- No Mas Bebés	Ch. 10
	Wed, 4/30	<p>Paper #3 Introduction & Intersectionality</p> <p>Diversity Issue #10.1: Mental Illness Stigma</p> <p>Diversity Issues #10.2: Multiple Stigmatized Identities</p> <p>Diversity Issue #10.3: Ableism</p>	Ch. 10
IV. Resilience, Empowerment, and Mobilizing Community Wealth			
Week 16	Mon, 5/5	Intersectional Assets and Community Wealth	<p>Ch. 11</p> <p>Bullock et al. (2013). Low-Income Women, Critical Resistance, and Welfare Rights Activism.</p>

	Wed 5/7	Intergroup Contact Hypothesis Actions we Can Take: Researching and Generating Ideas Together	Ch. 12 Quiz #4
Week 17	Mon, 5/12	Course Wrap-Up	Paper #3 Due 5/12 by 11:59 via Canvas
Finals Week		Monday, May 19th, 1:00pm-3:00pm	Final