College of Social Sciences · Psychology

The Psychology of Prejudice Section 80

PSYC 191

Summer 2025   Fully Online   3 Unit(s)   06/02/2025 to 07/03/2025   Modified 05/10/2025

👤 Contact Information

Instructor: Jason X. Ventura

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Email: jason.ventura@sjsu.edu

- Canvas Learning Management system
- Available by Zoom and in-person appointments
- When contacting me by email, please put "PSYC 191; sect. 80" in the subject line.
- **Replies within 48 hours (except Sundays).**
  - If I do not reply within the specified 48 hours, kindly, resend email.

Student Drop-In Hours (a.k.a. office hours):

- Wednesdays: **Zoom only** 11:00 AM - 12:00 PM
  - Students DO NOT need to schedule an appointment during this day and time; just show up.
  - I will take students on a "first come; first serve" basis.
  - Outside of scheduled student drop-in hours will require an appointment.

Class Days/Time: Online (through Zoom) Tuesdays and Thursdays / 11:00 AM - 3:10 PM

💻 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

Please practice the following guidelines during our Zoom class meetings/discussions.

<u>Zoom Class Meetings/Discussions</u>

- Please do not talk when your instructor or other students are speaking. Please "mute" your microphone when your instructor is talking and/or when other students are asking questions.

- Students are ENCOURAGED (but not required) to turn on their video camera during Zoom class meetings. Turning on your video camera allows your instructor and classmates to see you and helps to simulate more of an "in-person" experience. BUT, again, you are NOT REQUIRED to turn on your video camera during these meetings if you choose not to or feel uncomfortable about doing so.

- Please be respectful of other people's experiences, comments, thoughts, opinions, etc. even if you might not agree with what they are saying. Remember…they are not YOU!

  - I hope these class discussions can be a "safe" place where all students feel comfortable to share their own thoughts, experiences, and beliefs without being "judged" by others.

  - As educated adults, we should be able to engage in thoughtful debate and discussion with one another without any fear of personal attacks/judgments from others.

▤ 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).

◎ Course Goals

Psychology of Prejudice will focus on the psychology of prejudice, inequality, and discrimination. While there are many aspects to prejudice (i.e. very broad-ranging social and political consequences for individuals and groups), the purpose of this course is to explore the psychology of prejudice and discrimination in the US, the psychological factors involved, and the psychological effects on individuals and groups.

From both theoretical and experiential perspectives, we will explore issues relating to those who hold prejudiced attitudes and those who are targets of those attitudes. We will examine prejudice relating to race, ethnicity, gender, sexual orientation, age, etc.

Class sessions will include lectures, class presentations, discussions, and video clips. Activities that focus on prejudice and diversity will be an important part of classroom events. The class will engage in small group and individual experiential exercises designed to facilitate intrapersonal and interpersonal awareness of issues related to prejudice, discrimination, racial/ethnic identity, etc.

Students will be given an opportunity to investigate topics in psychology related to prejudice and to practice applying critical thinking skills. Within the context of psychology, broad topic areas include (among others):

- stereotypes: formation, functions, maintenance, change
- the underlying psychological processes of prejudice: development & maintenance
- "old-fashioned" vs. "modern" racism + ageism & sexism

Some class sessions will involve group discussions – either in small groups or in the whole class group. Therefore, it is imperative that students read before each class and come prepared to actively participate in class discussions. The success of this class is directly dependent on participation by students.

*** **NOTE:** Many topics in this course may evoke strong emotions. Within the framework of individual expression, students are expected to show respect for others and their viewpoints, even when those views are opposed to those of the student.

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 (http://sjsu.instructure.com). Students are responsible for regularly checking with the messaging system through http://one.sjsu.edu (https://one.sjsu.edu/) (or other communication system as indicated by the instructor) to learn of any updates. For help with using Canvas see https://ischool.sjsu.edu/canvas (https://ischool.sjsu.edu/canvas).

What makes this class all the more interesting is when students are informed on daily news and events that occur each day. It is encouraged for students to read daily news reports from their preferred news source.

If students do not have a specified daily news source the instructor recommends BBC (global), The New York Times (national), and San Jose Mercury News (local). Keeping on top of daily events will enhance students' learning by applying psychology of prejudice theories based on real world events. This translates into a better understanding of knowledge presented in class.

[The New York Times is available free for San Jose State students and employees. Find out how to get access! Click/tap on this link. (https://library.sjsu.edu/friendly.php?s=nyt-online)](https://library.sjsu.edu/friendly.php?s=nyt-online)

📶 Course Learning Outcomes (CLOs)

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.

📖 Course Materials

Technology requirements / equipment / material

- Regular access to a computer (with Internet connection), and possession of a word processor program (MS Word, Pages, or Googledocs)
- Microsoft Office 365 and Microsoft Office Mobile are available at no cost to SJSU students. Visit Microsoft Office 365 Portal. Students can access the Office 365 Portal with your SJSU Email address

and SJSUOne Password as long as you are an enrolled student. [Click on this link for details.](https://ischool.sjsu.edu/post/microsoft-office) [(https://ischool.sjsu.edu/post/microsoft-office)](https://ischool.sjsu.edu/post/microsoft-office)

- Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students. Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See [Learn Anywhere (https://www.sjsu.edu/learnanywhere/)](https://www.sjsu.edu/learnanywhere/) website for current Wi-Fi options on campus.

Library Liaison

Christa Bailey (408) 808-2422 christa.bailey@sjsu.edu

The Psychology of Diversity: Beyond Prejudice and Racism.

Author: James M. Jones, John F. Dovidio and Deborah L. Vietze
Publisher: Wiley Blackwell
ISBN: 978-1-4051-6214-2
Price: Students can access a free digital copy of this textbook through the University Library's electronic collections. A link will be available on our Canvas coursepage.

≔ 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."

NOTE: ASSIGNMENTS SUBJECT TO CHANGE

Your grade in the course will be based on the following:

1. Examinations (50 pts each. 3 exams = 150 pts total)

There will be three open note exams and they will consist of 30 multiple choice questions and 2 short answer questions. Exams will be designed to measure your knowledge and understanding of the material discussed in lecture as well as your textbook. Each multiple-choice question will be worth 1 point and the essay questions will be worth 10 points each. Each exam will be worth a total of 50 points. The final exam will not be cumulative and will be based on material covered after exam two. Due to the fact that exams are open note, study guides will not be provided.

Exams will be taken on the Canvas Learning Management System (under "Quizzes") during our scheduled class time.

IMPORTANT NOTICE FOR EXAMS

LECTURE NOTES AND POWERPOINT SLIDES ARE NOT POSTED ON-LINE. If you miss lecture for any reason, it is YOUR RESPONSIBILITY to get the lecture notes from one of your classmates. I will not email or copy any lectures for students. Exams will be based on lecture material and assigned readings.

Examinations: Students are expected to start their exam at the beginning of our scheduled course time (i.e. 10:30 AM). Students that begin the exam after 11:10 AM will automatically receive a ten-point deduction. Reason being, this creates an unfair advantage; students arriving late have more time to prepare than the rest of the class.

No extensions or make-up exams will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. If such a circumstance should arise, please contact instructor twelve hours before the scheduled exam.

If students contact instructor within the 12-hour window, a ten-point deduction will be implemented on the make-up exam. Students will have five days to make up exams.

Students that do not contact the instructor before the exam will not receive credit.

2. Activity Assignments

Each student will participate in two activity assignments – individual interview and a media analysis. These two assignments will be organized around the spheres ('isms) which we are investigating in this class, i.e. race, gender, sexual orientation, abilities, and age.

Students will choose which spheres they would like to investigate in each assignment with the following limitation: For each student, each of the two activity assignments will involve work on different spheres. For example, Student A chooses to do the media watch investigation of issues of race and does an interview with a person with a disability. This will help assure that each student has a chance to actively learn about different spheres of prejudice.

The interviews will be completed and graded individually. However, the media analysis will have a group component. For the group aspect of the analysis, the whole group will receive the same grade.

The activities are described below.

a) Interview Assignment (page length = 5-7 pages. Individual paper = 50 pts).

Your assignment is to choose someone from a target group to interview about their personal experiences with prejudice, discrimination, inequality, tolerance, etc. The interview should focus on their perspective as a target group member, e.g. person of color or gay/lesbian or person with a disability, or person with multiracial identity, etc.

To prepare to for the interview, I will provide you with a written guide to doing a good interview. In addition, you should find, read, and discuss in your paper at least three journal articles of your choice. In this discussion, it is important for you to describe how the content and/or findings of these articles are relevant to the experiences of the person you are interviewing. You should include discussion of these relevant articles in the Introduction and/or Discussion sections of your interview paper (see description of these sections below).

Also, students will spend some time in class in small groups helping each other devise interesting and appropriate interview questions. I will form the in-class groups on the basis of your choice of interview.

For example, all students choosing to interview someone about their experiences with prejudice as a person with a disability will be grouped together. The questions that the group creates will be submitted to me prior to interviews.

The person you interview may or may not be a relative or friend of yours. Arrange a time free from interruptions and other people in a setting comfortable for the person being interviewed. Take careful notes during the interview or record it (with permission from the person being interviewed) and review it later.

*** If possible, I would like interviews to be conducted in person. That way, interviewers can observe non-verbal behaviors as well as have a "real" conversation.

*** You will turn in a **5-7 page (maximum)** typed summary of the interview and your reactions. **Assignments that go over the maximum page count will receive a ten-point deduction.** The written summary should include the following 5 sections and will be worth a total of 50 points:

- Introduction - explain who you chose and why; their relationship to you; which articles you read in preparation for the interview and discuss why you chose to include those specific articles in your paper.

- Methodology - setting, procedures, etc. (i.e. who was present; whether you taped, took notes, etc); any unusual aspects (e.g. their brother joined you half way through). In other words, anything that might influence your findings

- Findings - content of the interview (i.e., questions and responses; this will be done in a question-and-answer format; questions-**bold font**; response-standard font)

- Responses to the interview – yours's and the subject's; be sure to include your emotional responses as well as your cognitive responses.

- Discussion -- discuss class readings and/or lectures about prejudice and their relevance to your findings in this interview. Describe findings of any articles that are relevant to your interview and their implications for your findings.

- Reference page – cite the articles that you discussed in your assignment (the reference page and title page will NOT count toward the 5 page minimum).

b) "Media Analysis" assignment (group presentations = 40 pts; media analysis annotated bibliography assignment = 30 pts)

You and members of your group will observe and record how people from the sphere you are assigned to investigate are portrayed on television, the movies, or in print/digital advertisements. A detailed description of the assignment will be presented to you later in class.

The group portion of this assignment (worth 30 pts), each group will:

1) perform planned observations;

2) prepare a slide presentation describing their methodology, stating their research questions/comparisons, and briefly summarizing their findings. There will be a Q & A session for group members after their presentation. Presentation dates will be randomly selected. Guidelines for the presentation will be provided.

3) Each group will also prepare **an annotated bibliography** (worth 20 pts) -- **5 page maximum**. This assignment is designed to provide evidence to group's findings in their slide presentation. **Assignments that go over the maximum page count will receive a ten-point deduction.**

Note that part of the media analysis will be done in groups. It is up to group members to decide how to best distribute the workload equally among the individual group members. The entire group will get the same grade on the group portion of this assignment so it is important that each member of the team do all they can to contribute to the group product.

c) **Writing assignment (25 points) and participation points (15 points maximum).** Students will also be required to write one assignment, and will be awarded points for participation. These include:

a) **Stereotype reduction paper (25 pts)**. This assignment will be a paper describing a negative stereotype/prejudice you may have about another group and discussing how you might reduce it. Most importantly, you must discuss at least three specific techniques/strategies that you believe will be effective in reducing your negative prejudice and clearly explain why you think these ways would be successful.

b) **Class participation (15 pts. max.).** Because this is in part an experiential class, attendance and participation are crucial. You cannot participate if you do not come to class. Thus, absences will diminish the level of participation you can achieve in the class, and will reduce participation points. Many classroom activities and discussions will supplement the reading and students are responsible for all material, assignments, and explanations given in class, even if they were absent.

c) **Other misc. classroom activities**. You will also be given points based on your own participation in various classroom activities throughout the semester. This may include small group (4-5 people) discussions and attendance at the slide presentations. There will be other opportunities to earn participation points.

IMPORTANT NOTES FOR ASSIGNMENTS:

Assignments that do not meet the minimum page count will not receive credit.

TITLE AND REFERENCE PAGE ARE NOT PART OF THE PAGE COUNT!

This policy is implemented due to the high volume of grading. Before I read a single word on assignments, I check the page count. If your assignment does not meet the minimum page requirement, I will not read it, and move on to the next student.

All assignments must be typed in APA format. The instructor will dock points to assignments that are not written in this style.

**High percentages on Turn-It-In will have an effect on student's grade.

To receive complete credit on your papers, you must pay careful attention to grammar, spelling, sentence construction, etc. Spell and grammar checkers do not catch all errors - you must PROOFREAD IT! Even better, have someone else proofread it. **Assignments that contain many spelling and grammatical errors will result in substantial point reduction.**

I WILL ACCEPT LATE ASSIGNMENTS! However, late assignments will result in half points, and if it does not meet requirements, I will dock more points. Students will have one week to turn in late assignments. If your assignment is not submitted after a week from the due date, it will result in zero points. **Late assignments will not receive comments or feedback**. It is in your best interest to turn assignments in on time.

How is "on time" defined in this course? Assignments on their assigned due date must be uploaded on to Canvas before midnight. If assignment is submitted after midnight it is considered late (see above language for late paper policy). **The instructor will implement a 10 minute grace period.**

<center>EXTRA CREDIT WILL BE AVAILABLE</center>

<center>Communication is key!</center>

I understand "things happen," and if an incident should arise, it must be communicated 12 hours before the due date (i.e., 12:00 pm). I will take your notice into consideration when evaluating assignments.

Final Examination or Evaluation

The final exam will <u>not be cumulative</u> and will be based only on the material covered after exam two.

Exam #3: Thursday, July 3rd; time: TBD

 "Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment."

Generative AI policy

Generative artificial intelligence tools—software that creates new text, images, computer code, audio, video, and other content—have become widely available. Well-known examples include ChatGPT for text and DALL•E for images. This policy governs all such tools, including those released during our semester together.

You may use generative AI tools on assignments in this course when I explicitly permit you to do so. Otherwise, you should refrain from using such tools.

If you do use generative AI tools on assignments in this class, you must properly document and credit the tools themselves. Cite the tool you used, following the pattern for computer software given in the specified style guide. Additionally, please include a brief description of how you used the tool. If you choose to use generative AI tools, please remember that they are typically trained on limited datasets that may be out of date. Additionally, generative AI datasets are trained on pre-existing material, including copyrighted material; therefore, relying on a generative AI tool may result in plagiarism or copyright violations.

[How to cite ChatGPT (https://apastyle.apa.org/blog/how-to-cite-chatgpt)](https://apastyle.apa.org/blog/how-to-cite-chatgpt)

Finally, keep in mind that the goal of generative AI tools is to produce content that seems to have been produced by a human, not to produce accurate or reliable content; therefore, relying on a generative AI tool may result in your submission of inaccurate content. **It is your responsibility—not the tool's—to assure the quality, integrity, and accuracy of work you submit in any college course.** As specified elsewhere in the syllabus, this course may require electronic submission of essays, papers, or other written projects through the originality assessment service Turnitin. Turnitin will also attempt to detect AI-generated text.

If you use generative AI tools to complete assignments in this course, in ways that I have not explicitly authorized, I will apply the San Jose State University Code of Academic Integrity as appropriate to your specific case. In addition, you must be wary of unintentional plagiarism or fabrication of data. **Please act with integrity, for the sake of both your personal character and your academic record.**

✔ Grading Information

NOTE: GRADING INFORMATION SUBJECT TO CHANGE

Grading Information

Your final course grade will be based on the following assignments & grading scale:

Exams (50 pts each)	150 total points (48%)
Interview paper	50 (16%)
Media analysis group slide presentation	40 (13%)
Media analysis group annotated bibliography assignment	30 (10%)
Stereotype reduction assignment	25 (8%)
Participation	15 (5%)
Total possible points: 310	

Grading Scale:

A plus	303 and above	A	302 to 287	A minus	286 to 278
B plus	277 to 272	B	271 to 256	B minus	255 to 247
C plus	246 to 241	C	240 to 225	C minus	224 to 216
D plus	215 to 210	D	209 to 194	D minus	193 to 185
F	less than 184				

"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."

🏛 University Policies

Per University Policy 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) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

Psychology 191: Psychology of Prejudice, Section 80, SUMMER 2025, **Tentative** Course Schedule

***The instructor reserves the right to change the date for exams, activities, and assignments. Students will be informed IN CLASS of any changes before they are made.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	6/3	**TOPICS:** Introduction to class, syllabus, instructor, and "Why is it important to study prejudice?" We will also get into an overview of the course (stereotypes, prejudice, and discrimination), define central concepts, and review historical perspectives. READINGS: Read all of chapter 1 and 3 ASSIGNMENT: TBD
1	6/5	**TOPICS:** Self-concept, attitude formation, and stereotypes. READINGS: Read all of chapter 5 ASSIGNMENT: TBD
2	6/10	**TOPICS:** Stereotype formation and stereotype maintenance READINGS: Read all of chapter 7 ASSIGNMENT: TBD

Week	Date	Topics, Readings, Assignments, Deadlines
2	6/12	TOPICS: Exam #1, and begin the "Prejudice" part of the course with "Origins in Prejudice" and "Affect in Stereotyping," READINGS: Read pages 34-46 in chapter 2 ASSIGNMENT: TBD
3	6/17	TOPICS: Continue "Origins in Prejudice" and "Affect in Stereotyping," READINGS: Read all of chapter 4 ASSIGNMENT: TBD
3	6/19	TOPICS: Cognition in stereotyping and Prejudiced personality READINGS: Read all of chapter 9 ASSIGNMENT: TBD

Week	Date	Topics, Readings, Assignments, Deadlines
4	6/24	TOPICS: Exam #2, and begin the "Discrimination" part of the course with "Old Fashion vs. Contemporary Theories of Prejudice." READINGS: Chapter 10 pages 272-290 and all of chapter 8 ASSIGNMENTS: TBD
4	6/26	TOPICS: Discrimination READINGS: Pages 147-163 in chapter 6 AND skim chapter 13 ASSIGNMENT: TBD
5	7/1	TOPICS: Discrimination READINGS: Pages 147-163 in chapter 6 AND skim chapter 13 ASSIGNMENT: TBD

Week	Date	Topics, Readings, Assignments, Deadlines
5	7/3	LAST DAY OF INSTRUCTION TOPICS: Ageism and Prejudice Reduction and exam #3 READINGS: Catch-up on any readings in preparation for exam #3
Exam #3	7/3	Thursday, July 3rd; time: TBD