

The Psychology of Prejudice PSYC 191

Fall 2026 Section 03 In Person 3 Unit(s) 08/19/2026 to 12/07/2026 Modified 08/06/2026

Contact Information

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When contacting me by email, please write "Psyc 191" in the subject line.

Office hours: **Mondays 10:30 – 11:30 am ONLINE via ZOOM**

Thursdays 7:45 - 8:45 am IN PERSON (DMH 322)

Please email me in advance so that I can send you a Zoom link to join if you want to meet on ZOOM. Let me know if you will coming to my in-person office hours.

If my office hours conflict with your schedule, please email me to set up an appointment for a mutually available day/time.

NOTE: You are encouraged to contact me to discuss any concerns you may have regarding our class **as soon as possible** and/or **BEFORE** an exam or assignment date.

Class days/Time: **Tuesdays/Thursdays 9:00 – 10:15 am**

This class is an **IN-PERSON** course, with some activities/assignments submitted online via CANVAS

Classroom: Dudley Moorhead Hall (DMH) 164

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.

Satisfies UD Area: 4. Self, Society, and Equality in the U.S. (Formerly Area S).

Prerequisite(s): Completion of Core General Education and upper division standing are prerequisites to all

UD GE courses. Completion of, or co-registration in, 100W is strongly recommended.

Grading: Letter Graded

Sustainability Related - SDG 16: Peace, Justice and Strong Institutions 

* Classroom Protocols

Classroom Protocol

NOTE: MANY TOPICS IN THIS COURSE MAY PROVOKE 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.

In addition, please practice the following guidelines.

1. CLASS MEETINGS/DISCUSSIONS

- Please **TURN OFF** all cell phones & **DON'T TEXT** during class time. If you receive an important call/text during class, please step outside of the classroom should you need to respond.
- Please do not talk when your instructor or other students are speaking.
- Please **REMOVE** all head/ear phones during class.
- If you arrive late (or have to leave early), please do so quietly and sit in the back of the room to limit distractions.
- Please be respectful of other people's experiences, comments, thoughts, opinions, etc. even if you might not agree with what they are saying.
- 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.

2. USE OF LAPTOPS IN THE CLASSROOM

Laptops are permitted in the classroom for **NOTE-TAKING PURPOSES ONLY**. If you use a laptop to take notes, please sit at the back or on the sides of the classroom so that your screen will not be a distraction to the rest of the students in class.

Use of laptops for any other purposes (e.g., non-class related activities like emailing friends, surfing the web, watching YouTube, or checking social media) will not be permitted. Students not abiding by these guidelines will be asked to turn off their laptop and will not be allowed to bring it into the classroom in the future.

Public Sharing of Instructor Material:

In accordance with University Policy S12-7, course material developed by the instructor are the intellectual property of the instructor and cannot be shared publically without his/her approval. You may not publically share or upload any instructor-generated material for this course such as lectures, study guides, or test questions without instructor consent.

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).

Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the Psychology BA degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the Psychology BA degree are:

1. Knowledge Base of Psychology. Students will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
 2. 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.
 3. Critical Thinking Skills. 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.
 4. Applications of Psychology. Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
- Values in Psychology. Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Course Goals

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.

Course Learning Outcomes (CLOs)

GE Area 4 (formerly S): Self, Society, and Equality in the U.S.

SJSU Studies courses -- Areas 2/5; 4, & 3 -- help students integrate knowledge between and among disciplines. In Area 4 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 4 Learning Outcomes

Upon successful completion of an Area 4 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 4 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 values, understand the source of those values, and engage in civil discourse.

Explanation of how course activity/assignments will be used in assessment of Area 4 Learning and Content Outcomes

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

Activities/Assignment(s) used in assessment:

1. Gender-themes in advertisements -- One of the main goals of this assignment is to give students the opportunity to examine how one major cultural influence (i.e., the media) affects identities within our society. Students' ability to analyze, discuss, and critically evaluate these media influences in their individual papers will be used to assess this objective.

2. Intergroup conflict analysis – The main goal of this assignment is for students to describe how various, cultural, societal, cognitive, & psychological factors contribute to and/or are a consequence of the conflict between two groups (i.e., religious groups, gender groups, ethnic/racial groups, etc). Students ability to discuss and apply these influences in understanding intergroup conflict will be used to assess this objective.

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

Activities/Assignment(s) used in assessment:

1. Interview paper assignment -- The purpose of this paper is to allow students to interview a person who has been the target of prejudice/discrimination to get a “first-hand” account of their experiences. The content of students’ introduction section of their papers will be evaluated to assess their ability to describe the various processes outlined in this learning objective. The introduction section will be used specifically for this purpose since students will be required to describe the relevance of these processes to their interview findings.

GELO #3: Describe social actions which have led to greater equality and social justice in the U.S. (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age)

Activities/Assignment(s) used in assessment:

1. Individual reflection activity -- Students’ performance on the Individual reflection activity on the topic of “Privilege” will be used in assessment of this objective. In particular, students’ understanding of this issue, their ability to describe the arguments for and against it, and their knowledge of how it has impacted minorities and society as a whole will be evaluated.

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

Activities/Assignment(s) used in assessment:

1. Class discussion activity -- Students’ performance on the small group discussion activity regarding Stereotype/Prejudice reduction strategies will be used in assessing this objective. In this discussion, students will be required to describe at least three strategies they believe would be successful in reducing their negative stereotypes and/or prejudices about another social group and clearly explain the reasons they believe these strategies would be effective.

Content Objective #1: Diversity -- Issues of diversity shall of incorporated in an appropriate manner.

Activities/Assignment(s) used in assessment:

1. Discussion Board Posts -- Students' comments/posts on the course Discussion Board via Canvas regarding "Diversity in the Bay Area" will be used to assess this objective. In this assignment, students will explore whether or not the racial/cultural/ethnic diversity of the Bay Area makes prejudice/discrimination more or less likely.

Content Objective #2: 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 minimum of 3000 words of writing is required in a language and style appropriate for the discipline.

1. Interview assignment paper, intergroup conflict analysis paper, and Individual reaction/reflection activities -- Students' performance on these writing assignments will be used to assess this content objective. It should also be noted that students are highly encouraged to seek instructor feedback regarding the major writing assignments in the course to help improve their writing skills.

Content Objective #3: Civic Learning -- Courses shall address the civic relevance of the topic in an appropriate manner.

1. Individual reaction/reflection activities -- Students' writing within these activities will be reviewed to assess their ability to describe how the paper topics (i.e., privilege, "hate", etc) impact individuals as well as society as a whole.

Content Objective #4: Values Clarification -- Students should demonstrate their ability to articulate and discuss their values, understand the source of those values, and engage in civil discourse.

1. Individual Reaction/Reflection activity -- Students' performance on the Reflection activity writing assignment will be used to assess this content objective. In this paper, students are asked to write about their own prejudices, what they are, their development, their effects on themselves and on others, how and why they've changed or stayed the same.

***** NOTE:** All Area 4 Learning and Content Objectives will also be assessed through the Pre and Post assessment tests given at the beginning and end of the course. Students' performance on these tests will be used only to measure whether or not these objectives were met. Students' scores will not be used in computing their final course grade.

Explanation of how Pre and Post Assessment tests will be used in Assessment of Area 4 Learning and Content Objectives

1. To assess Learning Outcomes 1-4, multiple-choice items designed to measure students' understanding of the various factors and processes outlined in each learning objective will be included in the assessment tests. Students' performance on questions specifically related to each learning objective will be identified. Students' scores on these items at the beginning of the semester will then be compared with their scores at the end of the term to gauge whether taking this course increased their understanding of each of these processes.

2. To assess students' understanding of whether or not the Learning and Content Outcomes were met, the following activities/measures will also be included in the assessment tests:

a. Student ratings-- In the Post-Assessment test, students will also be asked to rate (on a likert- type scale) the extent to which they believed each Learning and Course Objective was met.

b. Student opinions of how course activities/assignments related to Learning and Content Objectives

In addition to their ratings, students will be asked to indicate which course activity/assignment they believed to be most relevant to each learning/content objective and to describe why they thought it was effective or ineffective in meeting the goals of each objective. This activity will not only help to measure students' understanding of the objectives and their goals, but it will also aid in making changes/modification/improvements to the course itself.

NOTE: "Courses to meet Areas 2/5, 4, and 3 of SJSU Studies must be taken from three different departments or distinct academic units."

Course Materials

COURSE FORMAT

This course is an **IN-PERSON class**, with some elements conducted through CANVAS. The course CANVAS site is the main online resource for this course. Students will need a computer/laptop/tablet or any electronic device which allows access to CANVAS. Also, students will need a word processing program (i.e., Word or equivalent) to complete and submit course assignments/activities.

The course CANVAS site will be updated regularly throughout the semester. This site is organized into course modules (Modules 0-3) and contains the following course material:

- Syllabus and tentative course schedule
- Course announcements
- Class activities/assignments
- Course Paper Assignments
- Exam study guides/review sheets

It has been a long-standing policy of mine **NOT TO POST LECTURE NOTES/SLIDES** or email my lecture notes to students. It is **YOUR RESPONSIBILITY** to get the lecture notes from one of your classmates if you miss class for any reason.

For help with using Canvas see [Canvas Student Resources page](#)

All course exams/quizzes will be taken during your regularly scheduled class days (either Tuesday or Thursday from 9:00 – 10:15 am), except for the final (see class schedule for specific exam dates).

Also, due dates for papers, assignments, & discussion posts are indicated on the course schedule and on CANVAS. Unless otherwise noted, all course requirements will be due **NO LATER THAN 11:59 PM** on the designated due date.

Because some class sessions will involve group discussions (either in small groups or with the whole class), it is imperative that students read **BEFORE** each class meeting and come prepared to actively participate in class discussion.

The course is organized into 5 CANVAS Course Modules that will cover the following topics & accompanying textbook chapters:

Module 0: "Getting Started" -- Introduction to Psyc 191

Module 1: Introduction, Social Categorization, & Stereotype formation/maintenance (Chapters 1, 3, & 4)

Module 2 part 1: Classical & Contemporary theories of Prejudice (Chapters 8 & 5)

Module 2 part 2: Individual differences in Prejudice, & Experiencing Prejudice/Discrimination (Chapters 6 & 10)

Module 3: Gender/Sexual Prejudice, Age, & Prejudice Reduction (Chapters 11, 12, & 13)

REQUIRED TEXTBOOK:

Psychology of Prejudice and Discrimination. 3rd Edition. Mary E. Kite & Bernard Whitley, Jr. 2016. Taylor & Francis

ISBN: 978-1138947528

Course Requirements and Assignments

YOUR FINAL GRADE IN THIS COURSE IS BASED ON THE FOLLOWING REQUIREMENTS:

1. **2 EXAMS** (2 Exams 40 pts. each, 80 pts total) & **2 QUIZZES** (2 Quizzes 20 pts. each, 40 pts total) – CLOs 1, 2, & 3

There will be **2 IN-CLASS EXAMS** (worth 40 points each) & **2 IN-CLASS QUIZZES** designed to measure your knowledge and understanding of the material discussed in class lectures as well as your assigned textbook chapters. The final exam will NOT BE CUMULATIVE and will be based **ONLY** on the material covered in Module 3.

******* Students are expected to take all exams/quizzes with **NO OUTSIDE HELP** (e.g., no notes, textbook, study guides, the help of another person, etc.)

NOTE: THERE WILL BE NO MAKE-UP EXAMINATIONS GIVEN. Forgetting about an exam or not realizing there was an exam is **NOT A VALID REASON** for requesting a make-up exam (see Make-up policy later in syllabus). Again, it is **YOUR RESPONSIBILITY** to know when all exams/quizzes are scheduled.

2. **2 COURSE PAPER ASSIGNMENTS** (worth 30 pts each. 2 Paper Assignments = 60 pts total) – CLOs 1, 2, & 3

Each student will complete **two (2) course paper assignments** – **individual interview assignment** and an **intergroup conflict analysis**. These 2 assignments will be organized around the spheres ('isms) which we are investigating in this class (i.e. race, gender, sexual orientation, age, etc.)

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 interview assignment with a person living with a disability and the intergroup conflict analysis on issues of race (i.e., people of color and whites). This will help assure that each student has a chance to actively learn about different spheres of prejudice.

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. **Papers that contain many spelling and grammatical errors will result in substantial point reduction.**

POLICY REGARDING USE OF AI (e.g., ChatGPT or other AI tools) for writing assignments:

*Since writing, analytical, & critical thinking skills are part of the learning outcomes of this course, **ALL WRITING ASSIGNMENTS SHOULD BE PREPARED BY THE STUDENT ONLY.***

*Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, **AI-GENERATED SUBMISSIONS ARE NOT PERMITTED & WILL BE TREATED AS PLAGIARISM.***

Ethics still matter & plagiarism is a serious offense at San Jose State University.

The two paper assignments are described below.

1. a) Interview Assignment (Maximum page length = 5 pages – reference page does NOT count toward the 5 page limit. Worth 30 pts) – CLOs 1, 2, & 3

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 living with a disability, or person with multiracial identity, etc.

You should choose a person to interview who belongs to a DIFFERENT TARGET GROUP from yourself. For example, if you are an Asian male, and are interested in interviewing a person based on their RACE/ETHNICITY, then you should interview someone who is NOT Asian. The reason for this is it allows you to learn more about the experiences/feelings of individuals who are different from yourself.

To prepare for the interview, I will provide you with a written guide to doing a good interview (See Canvas page for “Interview Guidelines” document). In addition, you should **find, read, and discuss in your paper at least 3 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 based on your choice of interviewee.

For example, all students choosing to interview someone about their experiences with prejudice as a person living 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 tape it (with permission from the person being interviewed) and review it later.

*** You may conduct your interview using Zoom, Face-time, or any other app that will allow you to “see” your interviewee and observe his/her non-verbal behaviors as well as have a “real” conversation with him/her.

*** It is helpful to email your interview questions to your interviewee BEFORE you meet for your scheduled interview session. Having time to look over the interview questions helps the interviewee generate more thoughtful/detailed answers to your interview questions.

*** You will turn in a **5 page** typed, double-spaced summary (minimum 12 pt font and 1 inch margins) of the interview and your reactions. The written summary should include the following 5 sections and will be worth a total of 30 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. Also discuss any historical, social, political, and/or economic factors that may have contributed to any prejudice/discrimination your interviewee has experienced
- 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 (you can do this in a summary narrative format or in a question/response format; you are NOT required to summarize all interview questions/answers. You may choose to summarize a few of the most “interesting” ones)
- Responses to the interview – yours and the subject’s; be sure to include your emotional responses as well as your cognitive responses
- Discussion -- *discuss class readings and/or class 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 (if you have not already done so in the “introduction”).

- Reference page – cite the articles that you discussed in your paper (the reference page will NOT count toward the maximum 5 page limit)

*** ADDITIONAL GUIDELINES/DIRECTIONS WILL BE PROVIDED ON CANVAS ***

1b) Intergroup Conflict Analysis (Maximum page length = 5 pages. Worth 30 pts) – CLOs 1, 2, & 3

In this assignment, first think of an example of a real or fictitious conflict between groups. This conflict can be between racial/ethnic groups, religious groups, sporting groups, political groups, etc.

LIMITATION: Pick a different target group than the group you focused on in the Interview Assignment. For example, if you interviewed an individual because of their race/ethnicity, then DO NOT pick racial or ethnic groups who are experiencing conflict with one another for this assignment.

Once you have decided on a specific group conflict, then describe **A MINIMUM OF 5 specific course concepts from the class lectures and/or textbook** and clearly discuss how these concepts are relevant to and/or can be applied to understanding the causes and/or consequences of this conflict.

Possible specific relevant concepts may include (but not limited to): outgroup homogeneity, implicit bias, ingroup bias, etc....

Use the following format when completing this activity:

1. Brief description of the intergroup conflict -- which groups are involved in the conflict and the nature of the conflict. Note any historical, social, or economic factors that contribute to this conflict.
2. Number each of the relevant course concepts (i.e., 1, 2, 3, etc.) and underline the specific course concept. Then provide a clear, concise explanation/discussion describing how this concept is a factor contributing to or a consequence of this conflict.

Here's a brief example of what I'm looking for in this activity:

Group A and Group B have experienced conflict with one another for many years in our country. The groups do not like one another and members of the groups have also treated each other very badly and have shown negative behaviors towards each other. *** Obviously, your description of the group conflict will be much more descriptive than this example. This description should be between at least half a page and no more than 1 page long.

Then after the description of the intergroup conflict, start with your discussion of the minimum **5 SPECIFIC COURSE CONCEPTS**

For example,

1. ingroup bias-- Members of Group A will think their group is better than Group B and vice versa. This contributes to the group conflict because group members will favor their own group over the other group. Also, group members will think less favorably about and treat the members of the other group more negatively than their own group.

Then continue with #2, #3, #4, & #5 (or more)

****LIMITATION: DO NOT INCLUDE INGROUP BIAS as one of your 5 course concepts. Please describe 5 other course concepts (not ingroup bias) in your analysis.

*** Also, make sure to discuss SPECIFIC (not general) concepts. General constructs like "stereotypes," "prejudice", and "discrimination" are TOO BROAD and will NOT be accepted as a "specific" concept.

*** ADDITIONAL GUIDELINES/DIRECTIONS WILL BE PROVIDED ON CANVAS ***

***NOTE: LATE PAPER ASSIGNMENTS WILL NOT BE ACCEPTED. *Forgetting about a paper assignment or not realizing when the due date was is NOT A VALID REASON for requesting a late paper submission (see Make-up policy in syllabus).* Again, it is YOUR RESPONSIBILITY to know when all paper assignments are due.

3. Individual Reaction/Reflection Activity (10 pts each. 3 activities = 30 pts total) – CLOs 3 & 4

You will also complete a total 3 individual reaction/reflection activities in this course (1 activity within each Module 1-3). These reaction/reflection activities will ask for your thoughts, feelings, and reactions toward a particular topic relevant to the course concepts.

You may be asked to reflect on a short article, video, or prompt that will be described more in detail on our course Canvas page.

These reaction/reflection activities will usually be 1-2 page typed, double-spaced papers submitted on Canvas no later than the designated day/time indicated in the course schedule.

NOTE: LATE SUBMISSIONS WILL NOT BE ACCEPTED. *Forgetting the due date is NOT A VALID REASON for requesting a late submission (see Make-up policy in syllabus).* Again, it is YOUR RESPONSIBILITY to know when due dates are.

4. Course Practice/Application Assignments (10 pts each. 2 activities = 20 pts total) – CLOs 2, 3, & 4

You will also complete 2 assignments that will have you "practice" or apply a specific class concept to your own life experiences. Details of these course practice/application assignments are provided on our Canvas page. Due dates for these assignments are indicated on Canvas as well as on our class schedule.

NOTE: LATE ASSIGNMENTS WILL NOT BE ACCEPTED. *Forgetting the due date is **NOT A VALID REASON** for requesting an extension (see Make-up policy in syllabus).* Again, it is **YOUR RESPONSIBILITY** to know when due dates are.

5. Class participation (Module 0 activities 5 pts; Pre & Post test Assessments 10 pts; 5 Class Discussions 15 pts; Interview paper activities 5 pts) Total class participation = 35 pts total). CLOs 1-4

Class participation will be assessed through your completion of the Module 0 activities (discussion posts and syllabus quiz) Pre & Post-test Assessments (see course schedule for day/time), participation in class discussions, and submission of the interview paper activities.

a. Module 0 activities (discussion posts & syllabus quiz): 5 points total

In Module 0 (introduction to class), you will complete some discussion posts (2 pts) as well as submit a brief syllabus quiz (3 pts). See course schedule for due dates/time. These activities are worth a total of 5 points.

b. Pre & Post-test Assessments (5 pts each): CLOs 1, 2, & 3

The Pre & Post-test assessments will NOT count toward your final course grade. But since Psyc 191 is a SJSU Studies course in Area 4, I am required to provide “evidence” that students are meeting the GE Learning and Content Outcomes outlined earlier in this syllabus. One way I do that is to show that your knowledge & understanding of the course material has improved from BEFORE you took the class to AFTER you have almost completed the course.

Again, your scores on the Pre & Post-test assessments will NOT count toward your final course grade. But you will earn a total of 10 points for completing/submitting both assessments no later than the designated day/time indicated on the course schedule.

c. Class discussions (3 pts each): CLOs 1-4

There are 5 in-class discussions scheduled throughout the semester. Your participation in these discussions (as verified by groups’ submission at the end of each class) will be worth 3 points. See course schedule for dates. Your active participation in class discussions are worth a total of 15 points.

d. Interview paper activities: (5 points total): CLOs 1, 2, & 3

There are 2 interview paper activities for which you will earn participation points. Submission of the target group of your interviewee (2 pts) and the additional interview questions generated by your interview group (3 pts). See course schedule for due dates/times. These activities are worth a total of 5 points.

FINAL EXAMINATION

The date for your final examination is listed on the course schedule. The final for this course is **NOT CUMULATIVE** and will only cover material in Module 3.

The format for the final exam will follow the same format as previous exams (40 multiple choice questions). It will be worth 40 points total.

The date and time of the final exam is determined by SJSU'S Final Exam schedule for FALL 2026. Per university policy, the final exam must be scheduled on the date/time indicated by SJSU for classes meeting on TTH at 9:00 am

*****IMPORTANT:**

Take special note of the Final Exam date and time. Final exams are scheduled by the University so as to minimize conflicts based on class schedules.

Because final exams are scheduled for some time after the last day of instruction, it is IMPORTANT that you keep to that scheduled date/time so you can complete the course and your grade can be submitted to the University by the University's grading deadline.

✓ Grading Information

GRADING INFORMATION

Your final course grade is based on the 2 exams, 2 quizzes, 2 course paper assignments, 3 individual reaction/reflection activities, 2 course practice/application assignments, & class participation (Module 0 activities, pre/post-test assessments, class discussions, interview paper activities).

Failure to submit a course requirement will result in a score of 0 points for that missing assignment.

It is a **STUDENT'S RESPONSIBILITY** to request a make-up for missed requirements (see Make-up policy below) and any missed requirement must be completed **BEFORE** the last day of instruction (Thursday, 12/3 by 11:59 pm)

Grading summary:	Points	% of course grade
2 Exams (40 pts each)	80	~30%
2 Quizzes (20 pts each)	40	~15%
2 Course Paper Assignments		
Interview Assignment	30	~11%

Intergroup Conflict Analysis	30	~11%
3 Individual Reaction/Reflection		
Activities (10 pts each)	30	~11%
2 Course Practice/Application		
Assignments (10 pts each)	20	~ 8%
Class Participation		
Module 0 activities	5	~2%
Pre & Post-test		
Assessments (5 pts each)	10	~4%
5 Class		
discussions (3 pts each)	15	~6%
Interview paper activities	5	~2%

Total points	265	100%

Final grades will be based on the percentage of total points you earn. The following grading scale will be used to compute your final course grade. I will also use conventional rules to “round” your course percentage. So .5 and above will be rounded “up” (i.e., 89.5% will be rounded up to 90%), and .4 and below will be rounded “down” (i.e., 89.4% will be rounded down to 89%).

GRADING SCALE

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>260-265</i>	<i>98 to 100%</i>
<i>A</i>	<i>246-259</i>	<i>93 to 97%</i>
<i>A minus</i>	<i>239-245</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>233-238</i>	<i>88 to 89%</i>

<i>B</i>	220-232	83 to 87%
<i>B minus</i>	212-219	80 to 82%
<i>C plus</i>	207-211	78 to 79%
<i>C</i>	193-206	73 to 77%
<i>C minus</i>	186-192	70 to 72%
<i>D plus</i>	180-185	68 to 69%
<i>D</i>	167-179	63 to 67%
<i>D minus</i>	158-166	60 to 62%
<i>F</i>	157 and below	59% and below

NOTE: For upper division GE courses (2/5, 4, 3):

"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 2/5, 4, & 3 shall be required of all students."

***** EXTRA CREDIT (10 pts possible)**

Extra credit opportunities will be offered at the discretion of the instructor. Any opportunities for extra credit will be announced on CANVAS. Please check our CANVAS page for a description of the possible extra credit opportunities available to you.

***** EXTRA CREDIT OPPORTUNITY SUBMISSIONS ARE DUE NO LATER THAN THURSDAY, 12/3 AT 11:59 pm (NO EXCEPTIONS – NO LATE SUBMISSIONS WILL BE ACCEPTED)**

MAKE-UP POLICY

A make-up or extension on a course requirement will be considered ***ONLY under serious and DOCUMENTED circumstances***

Where such circumstances exist, ***it is YOUR RESPONSIBILITY to notify me by email as soon as possible and NO LATER THAN 3 DAYS AFTER THE DATE OF THE MISSED CLASS REQUIREMENT. Be ready to provide documentation.***

Appropriate documentation (e.g., a doctor's note or note from your work supervisor stating you were called in to work at the last minute) is **required for a make-up to receive full credit.**

If you are unable to provide documentation, and you have serious and extenuating circumstances that prevented you from fulfilling a course requirement as scheduled, then please email to discuss with me.

NOTE: Without proper documentation, **points will be deducted** for any make-up work submitted.

*** Again, it is important you inform me **BEFORE** any assignment/exam/quiz is due. I am more likely to be able to help with any issues if I know about them before than after a due date.

*** The **LAST DAY OF INSTRUCTION** for this course is **THURSDAY, 12/3**. I will **NOT ACCEPT** any late/missing assignments or offer any **EXTRA** credit opportunities **AFTER THIS DATE.**



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

PSYC 191/Psychology of Prejudice, FALL 2026

Tentative Course Schedule

NOTE: Instructor reserves the right to change the dates for exams, quizzes, activities, and assignments. Students will be informed in class and via CANVAS of any changes made to the schedule.

Course Schedule

Module	Date	Topics and Chapter readings	Assignments and DUE dates *** ALL ASSIGNMENTS DUE BY 11:59 PM on the designated dates via CANVAS (unless otherwise noted)
MODULE 0 R 8/20	R 8/20	"Getting started" -- Introduction to class	
MODULE 1 8/25 – 9/24		INTRODUCTION, SOCIAL CATEGORIZATION, & STEREOTYPE FORMATION/MAINTENANCE Readings: Chapters 1, 3, & 4	
	T 8/25	Lecture: Introduction to stereotypes/prejudice/discrimination Small group discussion #1 Chapter 1	*** Each group will submit a copy of their discussion on CANVAS by 2 pm
	R 8/27	Lecture: Stereotype formation Chapter 3	Module 0 Discussion board posts – DUE
	T 9/1	Lecture: Stereotype formation (con't) Small group discussion #2 (Diversity in the Bay Area) Chapter 3	Syllabus "quiz" – DUE *** Each group will submit a copy of their discussion on CANVAS by 2 pm
	R 9/3	Lecture: Stereotype maintenance Overview of Interview paper assignment Chapter 3 & "Privilege" – Johnson reading (see Canvas for details)	Pre-test Assessment – DUE INTERVIEW PAPER ASSIGNMENT – SUBMIT the TARGET GROUP of your interviewee (see Canvas page for details)

Module	Date	Topics and Chapter readings	Assignments and DUE dates *** ALL ASSIGNMENTS DUE BY 11:59 PM on the designated dates via CANVAS (unless otherwise noted)
	T 9/8	Lecture: Stereotype maintenance (con't) Chapter 4	Individual Reaction/Reflection Activity – on "Privilege" DUE
	R 9/10	Interview groups formed to brainstorm & generate additional interview questions.	INTERVIEW QUESTIONS *** Each group will submit a copy of their interview questions on Canvas at the end of class for instructor approval
	T 9/15	Lecture: Role of Affect in stereotyping Chapter 4	Course Practice/Application Assignment IAT Activity DUE
	R 9/17	Lecture: Role of Cognition in stereotyping, IAT videos & discussion Chapter 4	
	T 9/22	Wrap-up of Module 1 and Exam 1 review/questions.	Reminder: Bring Scantron 882e on Thursday for Exam 1.
	R 9/24	MODULE 1 EXAM – Class lectures & Chapters 1, 3, & 4 40 multiple choice questions (worth 40 points)	
MODULE 2 Part 1 9/29 – 10/20		CLASSICAL & CONTEMPORARY THEORIES OF PREJUDICE Readings: Chapters 8 & 5	

Module	Date	Topics and Chapter readings	Assignments and DUE dates *** ALL ASSIGNMENTS DUE BY 11:59 PM on the designated dates via CANVAS (unless otherwise noted)
	T & R 9/29 & 10/1	NO CLASS	
	T 10/6	Lecture: Classical theories of prejudice Small group discussion #3 on "Confronting prejudice" Chapter 8	*** Each group will submit a copy of their discussion on Canvas by 2 pm
	R 10/8	NO CLASS	
	T 10/13	Lecture: Contemporary theories of prejudice Chapter 5	INTERVIEW PAPER ASSIGNMENT DUE BY 11:59 PM
	R 10/15	Lecture: Contemporary theories of prejudice (con't) Chapter 5	Individual Reaction/Reflection Activity – "Hate" DUE (see Canvas for details) Reminder: Bring Scantron 882e on Tuesday for Quiz 1
	T 10/20	MODULE 2 Part 1 QUIZ 1 – Class lectures & Chapters 8 & 5 20 multiple choice questions (worth 20 points)	

Module	Date	Topics and Chapter readings	Assignments and DUE dates *** ALL ASSIGNMENTS DUE BY 11:59 PM on the designated dates via CANVAS (unless otherwise noted)
MODULE 2 Part 2 10/22 – 11/5		INDIVIDUAL DIFFERENCES IN PREJUDICE & EXPERIENCING PREJUDICE/DISCRIMINATION Readings: Chapters 6 & 10	
	R 10/22	Lecture: Prejudiced personality Small group discussion #4 on "Microaggressions" Chapter 6	*** Each group will submit their Microaggression activity discussion on Canvas by 2 pm
	T 10/27	Lecture: Processing differences Chapter 6 INTERGROUP CONFLICT ANALYSIS PAPER ASSIGNMENT class discussion (see Canvas for details)	
	R 10/29	Lecture: Experiencing prejudice – stereotype threat Chapter 10	
	T 11/3	Lecture: Experiencing prejudice (con't) – stigmas and self-esteem Chapter 10	Reminder: Bring Scantron 882e on Thursday for Quiz 2

Module	Date	Topics and Chapter readings	Assignments and DUE dates *** ALL ASSIGNMENTS DUE BY 11:59 PM on the designated dates via CANVAS (unless otherwise noted)
	R 11/5	MODULE 2 Part 2 QUIZ 2 – Class lectures & Chapters 6 & 10 20 multiple choice questions (worth 20 points)	
MODULE 3 11/10 – Final exam		GENDER/SEXUAL PREJUDICE, AGE, & PREJUDICE REDUCTION Readings: Chapters 11, 12, & 13	
	T 11/10	Lecture: Gender/Sexism Chapter 11	INTERGROUP CONFLICT ANALYSIS PAPER DUE BY 11:59 PM
	R 11/12	Lecture: Sexism/Sexual prejudice Chapter 11	
	T 11/17	Lecture: Sexual prejudice Chapter 11	
	R 11/19	Lecture: Ageism Chapter 12	

Module	Date	Topics and Chapter readings	Assignments and DUE dates *** ALL ASSIGNMENTS DUE BY 11:59 PM on the designated dates via CANVAS (unless otherwise noted)
	T 11/24	Lecture: Ageism (con't) Chapter 12	Individual Reaction/Reflection Activity – “Reflection paper” DUE
	R 11/26	NO CLASS -- THANKSGIVING	
	T 12/1	Lecture: Prejudice reduction Chapter 13 ***READ PRIOR TO 12/3***	Course Practice/Application Assignment – “Ageism” DUE
	R 12/3	Stereotype/Prejudice Reduction Strategies Small group discussion #5	Post-test Assessment DUE *** Each group will submit a copy of their discussion of 3 specific stereotype/prejudice reduction strategies on Canvas by 2 pm ***LAST DAY TO TURN IN EXTRA CREDIT OPPORTUNITY*** See Canvas for details (10 extra credit points maximum)

Assignments and DUE dates

*** ALL ASSIGNMENTS DUE BY
11:59 PM on the designated dates
via CANVAS (unless otherwise
noted)

Topics and Chapter readings

Module	Date
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FINAL EXAM	9:00 – 10:15 AM
	THURS
	12/10

Reminder: Bring scantron 882e for
final exam.

MODULE 3 EXAM (Final exam) –
Class lectures & Chapters 11, 12, &
13

40 multiple choice questions (worth
40 pts)