

# The Psychology of Prejudice

## PSYC 191

Spring 2026 Section 01 In Person 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/16/2026

### Contact Information

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Instructor: Dr. Simone Lundquist Ph.D.

Email: [simone.lundquist@sjsu.edu](mailto:simone.lundquist@sjsu.edu)

Office: Dudley Moorhead Hall (DMH) 310

Phone: 408-924-5634

### Office Hours

Tuesday, Thursday, 11:45 AM to 12:45 PM, DMH 310

By Appointment Only

### Course Information

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Monday, Wednesday, 10:30 AM to 11:45 AM, DMH 166

### Course Description and Requisites

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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

# \* Classroom Protocols

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I believe that the classroom is a professional environment where we co-create a **dialogical** context to facilitate learning and exchange of knowledge and experiences. The guiding principles are **to be respectful and attend to what is going on in class**. I expect that you be mindful of these codes of conduct as classroom etiquette breaches will not be tolerated and will be grounds for dismissal from the class.

1. Be polite and respectful to the other people in the class, particularly when engaged in discussion. While I encourage an open discussion of many ideas, please refrain from using language that is prejudicial or hurtful to others.
2. Do not carry on conversations with others during lecture. (If you have a question or point to make, just say it so we can all hear it!)
3. Please turn off your cell phone for the time you are in class. If you need to receive an emergency call, let me know about it in advance. Never take a call and start talking during class.
4. Never bring out a cell phone during an examination period.
5. Do not text message during lecture.
6. You may not use a laptop in class. If you have a disability with a need for such an accommodation to take notes, please contact me and we will make an exception.
7. Attend to the lecture material. Do not work on any other course material during class, including studying for other exams.
8. Do not sleep during class.
9. A student displaying disrespectful or disruptive behavior will have 10 points deducted from their participation and be asked to leave the rest of that class session. The information in the syllabus is for your convenience. Any portion of it may change as seems appropriate, especially the dates on which the tests occur (except the final exam).

You are responsible for keeping current on any deviations from the class syllabus, particularly rescheduling of tests. Check the Canvas page if you cannot be in class and want to check the times for exams, etc. Generally, I will lecture in class, and **participation is highly encouraged**. **Participation makes the class much more interesting and allows you to develop your critical thinking skills**. Questions are welcome at any time.

## Late Assignments

Assignments are due at the start of class (turned in during class) on the day indicated on the course schedule. If due dates are changed, the new due date will be announced in lecture and posted on Canvas in a timely fashion. No extensions 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 me as early as possible and be ready to provide documentation.**

In the case of unexcused late submissions, late assignments will be accepted throughout the semester with no explanation needed. These late assignments will automatically be given half credit regardless of when they are turned in (unless they are excused).

## Extra Credit

Extra credit assignments are given at the instructor's discretion. Should extra credit opportunities be extended, the total amount of extra credit points earned by a student cannot exceed 1 – 2 % of the total number of points available in the course.

## Attendance

Regular attendance is necessary to do well in the course. Although the course has an online resource, this resource is not a substitute for attending lectures. Attendance is strongly recommended. I expect you to come to every class. If you do not attend classes, you will definitely miss material that will appear on the exams. Class is also the time to have any questions answered that you may have. Material not presented in class but which appears in assigned readings will also be included on the exams. The exams will cover material from lectures, assigned articles and your textbook. While the lectures include some material from the text, it will also contain different material. If you see contradictions between the lecture and the material in the text, please do not hesitate to ask about this in class. There will be pop quizzes and writing assignments for this class which if you do not come to class, you will likely miss. These quizzes and assignments count toward your final grade. For all these reasons, it will not be advantageous to you if you miss any classes.

If you do miss class, it is your responsibility to check with a classmate to find out what material you missed.

## Office Hours

I will have regular office hours as posted at the top of this syllabus. Please email me to set an appointment. I want to be available to you. If you email me, you can generally expect a response back in 48 hours during the week. If you email on a Friday or over the weekend, you will not hear back from me until the next business day (typically Monday).

Please email me to let me know if you need to see me at another time outside of scheduled office hours. During office hours, we can discuss course questions, psychology as a career, or other topics of interest to you.

Please note that I run an extremely busy schedule, but I want to make time for our meetings. Please send me an email if you want to meet.

## Contacting Instructor

1. **I will answer emails M - F, 9:00 - 5:00.** If you email me at night or on the weekends, do not expect a response until the next weekday, at the earliest.
2. **Through Canvas mail function.** Best for private questions and comments.

3. Through regular email. simone.lundquist@sjsu.edu.
4. By phone. Best if you need to contact me quickly and cannot use email at the time.
5. Consider emails for this course as professional correspondence (see sample correspondence).
  - a. **Subject Line** should include your class and a brief description of the issue (e.g., Subject: Psych 190-02: absence on 03-06-23).
  - b. **Greetings** should be formal and use your instructors title (e.g., Dear Dr. Lundquist or Professor Lundquist)
  - c. **Identify yourself** and the course/section you are in.
  - d. **Issue or question** should be stated clearly, concisely, respectfully, and with attention paid to grammar, complete sentences, and so forth.
  - e. **Expect replies within 1 - 3 days.** Polite follow-ups are encouraged if you have not heard from me in a reasonable amount of time.

## Example Email Correspondence

Subject: Psyc 191: Assignment due date question

Dear Professor Lundquist (or Dr. Lundquist),

My name is Miranda Jackson and I am in your 191 class that meets T/Th 13:30 14:45. I am not sure when the Response Journal assignment is due because of conflicting information. The syllabus schedule says Nov. 5, but the assignment sheet itself says Nov

9. Thank you for your attention to this matter.

Regards,  
Miranda  
Student ID # 001234567

## Laptops

In-class laptop use (if deemed necessary by the professor) should be restricted to course-related activities (e.g., taking notes). Other activities (e.g., web surfing) distract both the instructor and students and will not be tolerated. You will be asked to turn off your laptop if you are engaged in non-class activities. You will be asked to refrain from laptop use for the duration of the course if this behavior continues. If you have trouble with or concern about this policy, come and talk to me.

## Cellphones and other electronic devices

Please be certain to turn off or put in silent mode all cell phones, pagers, and any other devices that produce distraction prior to entering the classroom.

## Late arrivals

If you must arrive late or leave early, please do so quietly and with a minimum of distraction.

## Be respectful of others

Respect differing points of view offered by students. Independent discussions should not be happening when someone is addressing the class.

## I expect you to come to class prepared

“Prepared” means you have completed the readings and any assignment before class starts, and written down any questions you had from the assignment. You should be as prepared as you expect your professor to be.

## Communication

Use email!! Use office hours! Talk to me!!

## Check the course Canvas site regularly

If I become ill, I will inform you the night before that I will be absent. Please email me before class if you will not be in class. Please set your spam controls to accept my email address.

## Recording of Class Lectures & Sharing/Distribution of Course Content

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

- If you wish to record lectures for your private, study purposes, please discuss this with the instructor. **Written permission** to record lectures will need to be granted for the whole semester or on a class-by-class basis.
- In classes where, active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent. This policy extends to both content presented in the classroom and posted on the Canvas site. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical

Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

## Letter of Recommendation

I receive many letter of recommendation requests each semester, and I can only write 10 letters in a semester. I commit to write letters on a first come, first serve basis, and once I have agreed to write 10 letters in a semester, I will not be able to do more.

I have written guidelines regarding what I need from you when you request a letter of recommendation from me. You can find these guidelines on my profile on the San José State University website, <https://www.sjsu.edu/people/simone.lundquist/>.

## Program Information

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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 Learning Outcomes (CLOs)

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### Learning Outcomes and Course Goals

#### SJSU Studies (Area S) GE Learning Outcomes (GELO)

One of the main goals of this Area S course is that:

"Students will study the interrelationship of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, equality, and structured inequality in the U.S., its institutions, and its cultures."

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

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

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

**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).

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

### 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 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 S 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. Media watch analysis: 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.

**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 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.

2. In-class writing: Students' performance on in-class writing assignments will also be used to assess this learning objective. Specifically, the writing assignment on racial profiling is particularly relevant since it seems to relate most directly to processes described under this objective.

3. Class participation: Students' participation in class discussions about assigned subjects covering multiple levels of suppression in societies will also be used to assess this objective. Class discussions are specifically designed to increase students' awareness of the impact of the dominant discourses in the society on ways individuals treat themselves and others addressing the concepts of equality and inequality in the U.S.

**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. In-class writing: Students' performance on the in-class writing assignment regarding the topic of affirmative action 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. Out-of-class writing (Stereotype Reduction Paper): Students' performance on the stereotype reduction paper will also be used in assessing this objective. In this paper, 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 be incorporated in an appropriate manner.

Activities/Assignment(s) used in assessment:

1. In-class writing: Students' performance on the in-class writing assignments regarding Diversity in the Bay Area will be used to assess this objective. In these assignments, 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-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.

Activities/Assignment(s) used in assessment:

1. Interview paper, media watch analysis, in-class writing, and out-of-class papers: Students' performance on all writing assignments will be used to assess this content objective.

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

Activities/Assignment(s) used in assessment:

1. In-class writing: Students' in-class writing assignments will be reviewed to assess their ability to describe how the paper topics (i.e., racial profiling, affirmative action, etc.) impact individuals as well as society as a whole.

2. Class participation: Students' understanding of how the issues presented in the articles and videos addressing the influence of the dominant discourses in the society on the ways individuals treat themselves and others will also be assessed in this activity.

**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.

Activities/Assignment(s) used in assessment:

1. Out-of-class writing (reflection papers) -- Students' performance on the reflection paper writing assignments will be used to assess this content objective. In these papers, students are asked to write about their own prejudices, what they are, their development, their effects on themselves and on others, and how and why they've changed or stayed the same.

2. In-class discussions: Students' participation in in-class discussions will also be used to assess this objective.

## Course Learning Outcomes (CLO)

Upon successful completion of the Psychology of Prejudice course, students will be able to:

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

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

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

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

#### **Program Learning Outcomes (PLOs)**

Upon successful completion of the psychology major requirements:

PLO1 – *Knowledge Base of Psychology* – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

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

PLO3 – *Critical Thinking Skills in Psychology* – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – *Application of Psychology* – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – *Values in Psychology* – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

## Course Materials

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There are three sources of readings for this course. All are required reading. The course reader can be purchased from Maple Press. The required book can be purchased from the bookstore or online from your favorite used (or new) site. We will also be using some related articles and videos which can be found on Canvas. I expect you to have completed the readings prior to the class meeting, including the assigned articles and chapters from the book. This will greatly facilitate our discussions and will help you get answers to questions that will arise while you read each assignment.

### Sight Unseen

**Author:** Ellyn Kaschak

**ISBN:** 9780231172905

### SJSU Reader from Maple Press

You can call Maple Press or order online on Maple Press's website

(<https://maplepress.net/readers/product/psy-191-lundquist-sections-01-02/>

(<https://maplepress.net/readers/product/psy-191-lundquist-sections-01-02/>) and either pick it up in

store or choose priority mail.

Location: 330 S Tenth St. #200, San Jose, CA 95112

Phone: (408) 297-1000

## Course Requirements and Assignments

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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. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

### Activity Assignments

Each student will participate in two activity assignments – individual interview and a media watch vs. real life 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 ensure 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 both a group and an individual component. For the group aspect of the analysis, the whole group will receive the same grade. Individuals will receive a separate grade for the individual component.

The two activities are described below.

#### a) Interview Assignment (60 points)

Maximum page length = 5 pages, 12 pt. font, double-spaced

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.

You can review the "Interview Guidelines" page on Canvas for instructions on how to do a good interview.

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.

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.

\*\*\* You will turn in a **4-5 page** typed summary of the interview and discussion of the articles. The paper should be typed in 12-point font, double-spaced. The written summary should include the following 5 sections and will be worth a total of 60 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)
- **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
- **Reference page:** Cite the articles that you discussed in your paper in APA format

**b) Media Watch vs. Real Life Analysis (Individual Reference Page with Explanations = 40 pts & Group Poster of Findings = 50 pts)**

You and members of your group will observe and record how people from the sphere you are investigating are portrayed on television, the movies, in print advertisements vs. how they actually live their lives. Please see the Media Watch vs. Real Life Analysis Guidelines on Canvas, as well as the individual assignments on Canvas, for more details.

For the individual portion of this assignment, each student will prepare a **reference page with explanations** (worth 40 pts); **5 pages maximum** (12pt font, double-spaced). This reference page should include:

- 1) 3 – 5 scholarly articles/references for your media analysis
- 2) A **BRIEF summary** of the findings of these articles
- 3) A concise discussion of **WHY** you chose the article/reference
- 4) Detailed explanation of **how the article relates to your project and your own media findings.**

For the group portion of this assignment (worth 50 pts), each group will:

- 1) Perform planned observations (Media and Real Life);
- 2) Prepare a **Poster** describing their methodology, stating their research questions/comparisons, and briefly summarizing their findings. Guidelines for the poster will be provided.

Each student will complete Poster Rating evaluations for each group's poster other than their own. These will be used to help determine the group's poster presentation grade. It is expected that each student attends each poster presentation to support their classmates and complete the in-class evaluations.

## In-Class Writing Assignments (120 points total, 12 assignments, 10 each)

Throughout the semester, you will be asked to write about your own opinions, beliefs, values, and reflections about videos we will watch in class, "controversial" topics, and assigned readings relevant to the issues of prejudice, discrimination, equality, and/or inequality. Some of the topics you may be asked to write about include racial profiling, same-sex marriages, and affirmative action. I want you to discuss what you think the implications are of each of these topics for people in general and for society as a whole.

The assignments will not be repeated, so if you are not in class on the day that the assignment is given, you will miss 10 points. Please keep track of your schedule and the points you receive.

## Stereotype Reduction Paper (35 points)

This assignment will be a paper due at the end of the semester describing a negative stereotype/prejudice you may have about another group and discussing how you might reduce this. To write this paper, you must first read the last chapter of your reader, "Moving from Problem Solving to Narrative Approaches in Mediation". Then you will describe your negative attitudes about a particular group and where you think your prejudice comes from. Most importantly, you must **discuss at least 3 specific techniques/strategies, based on what you learned in class, that you believe will be effective in reducing your negative prejudice and clearly explain why you think these ways would be successful.** Maximum length of this paper is 3 typed pages, 12pt font and double-spaced.

# Reflection Papers (110 points total, 11 papers, 10 each)

In these papers completed out of class, you will describe your reflections on what you learned the assigned readings—what connections you made, what you learned, what stood out and why, etc. Reflections are NOT meant to be summaries of the assigned readings, and you will not get full credit for summaries submitted as reflections. You will also be asked to describe your reflections on what you learned in this class about your own prejudices: what they are, their development, their effects on you, how and why they've changed this semester or why they've stayed the same, etc.

Maximum length of each paper is one typed page, double-spaced, 12pt font. It is expected that you will use first-person in these papers. Please see the modules on Canvas and the class schedule for due dates. Reflections should be turned in before class on the days they are due.

## Class Participation (50 points)

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 your grade. Class participation includes active listening, asking questions and making comments relevant to the topic discussed in each class. 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. If you miss class, it is your responsibility to check with a classmate to find out what material you missed.

*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 (5-6 people) discussions and attendance at the poster presentations and panel discussions.

## Self-Evaluation of Participation (10 points)

Around halfway through the semester, you will be required to complete the Self-Evaluation of Participation form on Canvas. This gives each student an opportunity to assess his or her own level of participation in the course to date. More importantly, it can serve as a prompt to do things differently in the course to improve that level of participation. These self-evaluations will be used to help determine the student's final participation grade.

## Final Exam (50 points)

This exam will be descriptive short-answer and based on the content of the **assigned readings, PowerPoints, and lectures.**

NOTE that University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>) states that 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.

## ✓ Grading Information

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# Criteria

Type	Weight	Topic	Notes
Interview Paper	11%		60 points
Media Analysis Reference Page (Individual)	8%		35 Points
Media Analysis Poster Presentation	10%		50 Points
Stereotype Reduction Paper	7%		35 Points
Reflections	21%		110 Points (10 Total)
In-Class Writing Assignment	22%		120 Points (12 Total)
Participation	10%		50 Points
Self-evaluation of Participation	2%		10 points
Final Exam	10%		50 points

# Breakdown

Grade	Range	Notes
A+	100-99%	
A	98-93%	
A-	92-90%	
B+	89-87%	
B	86- 83%	
B-	82-80%	
C+	79-77%	
C	76-73%	
C-	72-70%	
D+	69-67%	
D	66-63%	

Grade	Range	Notes
D-	62-60%	
F	59-0%	

## University Policies

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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

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This is a tentative timeline and we may deviate from it. It is your responsibility to know where we are in the readings and if the test dates or materials to be included on tests might have been changed. Canvas will have the most up-to-date schedule.

When	Topic	Notes
Week 1, 1/26	Introduction to Course	First Day WELCOME!
Week 1, 1/28	Discussing our prejudice and acts of discrimination and the ones we have witnessed	<b>Watch:</b>  "If someone doesn't understand privilege" (in class)
Week 2, 2/2	Social Construction	<b>Reading Due:</b>  Course Reader: Pages 1-9 ("Social Construction: From 'What is' to 'What Could Be'" from <i>An Invitation to Social Construction</i> by Kenneth Gergen; stop at "The Literary Assault: What Textual Tradition is This")  <b>Watch:</b>  White Boy Privilege Video (in-class)

When	Topic	Notes
Week 2, 2/4	Social Construction continued	<p><b>Reading Due:</b></p> <p>Course Reader: Pages 9-17 (finish "Social Construction: From 'What is' to 'What Could Be'" From an <i>Invitation to Social Construction</i> by Kenneth Gergen)</p> <p><b>Watch:</b></p> <p>"Summer Nights" - <i>Grease</i> (in-class)</p> <p>"Girl Toys vs Boy Toys: The Experiment" (in-class)</p> <p><b>Assignments Due:</b></p> <p>In-Class Writing Assignment 1</p>
Week 3, 2/9	Constructing the Real and the Good	<p>Small Group Discussions on devising interesting/appropriate interview questions</p> <p><b>Reading Due:</b></p> <p>Course Reader: Pages 18-31 ("Constructing the Real and the Good" from An Invitation to Social Construction by Kenneth Gergen)</p> <p>Read Interview Assignment Guidelines</p> <p><b>Assignments Due:</b></p> <p>In-Class Writing Assignment 2</p>
Week 3, 2/11	Intro to Prejudice and Discrimination	<p><b>Reading Due:</b></p> <p>Course Reader: Pages 33-54 ("Introduction to Prejudice and Discrimination" from Social Psychology of Prejudice by Melinda Jones)</p> <p>Overview PowerPoint (Canvas)</p> <p><b>Recommended Reading:</b></p> <p>Course Reader: Pages 55-80 ("Racism, Sexism, and Antigay Prejudice" from <i>Social Psychology of Prejudice</i> by Melinda Jones)</p> <p><b>Assignments Due:</b></p> <p>In-Class Writing Assignment 3</p>

When	Topic	Notes
Week 4, 2/16	The Eye of the Beholder	<p><b>Reading Due:</b></p> <p><i>Sight Unseen</i> Chapter 1</p> <p><b>Watch</b></p> <p>"Seeing is Believing or Is Believing Seeing" - Ellyn Kaschak TEDx Talk (in-class)</p> <p><b>Assignments Due:</b></p> <p>Reflection Paper 1</p>
Week 4, 2/18	Unexpected Journey: Invitations to Diversity	<p><b>Reading Due:</b></p> <p>Course Reader: Pages 81-101 (Finish "Unexpected Journey: Invitations to Diversity" by Dean Lobovits and John Powell)</p> <p><b>Assignments Due:</b></p> <p>In-Class Writing Assignment 4</p>
Week 5, 2/23	Blind Date	<p><b>Reading Due:</b></p> <p><i>Sight Unseen</i> Chapter 2</p> <p>Go over Media Analysis Guidelines</p> <p><b>Assignments Due:</b></p> <p>Reflection Paper 2</p>
Week 5, 2/25	Invitation to Narrative Practitioners	<p><b>Reading Due:</b></p> <p>Course Reader: Pages 103-114 ("Invitation to narrative practitioners to address privilege and dominance"; stop at "Identifying our Own Privileges")</p> <p><b>Assignments Due:</b></p> <p>Reflection Paper 3</p>

When	Topic	Notes
Week 6, 3/2	Invitation to Narrative Practitioners	<p><b>Reading Due:</b></p> <p>Course Reader: Pages 114-127 (Finish "Invitations to narrative practitioners to address privilege and dominance")</p> <p>"My Black Opinion..." (Canvas)</p> <p><b>Assignments Due:</b></p> <p>In-Class Writing Assignment 5</p>
Week 6, 3/4	The Color of Blindness	<p><b>Reading Due:</b></p> <p><i>Sight Unseen</i> Chapter 3</p> <p>Read Reference Page - Media Watch vs. Real Life Analysis Instructions</p> <p><b>Assignments Due:</b></p> <p>Reflection Paper 4</p>
Week 7, 3/9	Hiding in Plain Sight	<p><b>Reading Due:</b></p> <p><i>Sight Unseen</i> Chapter 4</p> <p><b>Assignments Due:</b></p> <p>In-Class Writing Assignment 6</p>
Week 9, 3/11	Looks are Everything	<p><b>Reading Due:</b></p> <p><i>Sight Unseen</i> Chapter 5</p> <p><b>Assignments Due:</b></p> <p>In-Class Writing Assignment 7</p> <p><b>Self-Evaluation of Participation Due</b></p>
Week 8, 3/16	Three's Company	<p><b>Reading Due:</b></p> <p><i>Sight Unseen</i> Chapter 6</p> <p><b>Assignments Due:</b></p> <p>Reflection Paper 5</p>

When	Topic	Notes
Week 8, 3/18	Talking Black: The Color Code	<p><b>Readings:</b></p> <p><i>Sight Unseen</i> Chapter 7</p> <p><b>Assignments Due:</b></p> <p>Reference Page - Media Watch vs. Real Life Analysis</p>
Week 9, 3/23	Double Blind: Abigail	<p><b>Reading Due:</b></p> <p><i>Sight Unseen</i> Chapter 8</p> <p><b>Assignments Due:</b></p> <p>In-Class Writing Assignment 8</p>
Week 9, 3/25	Review Past Readings	<p>Pick Poster Presentation Order</p> <p><b>Reading Due:</b></p> <p>Review past readings and reflect the impact of what you have read and discussed in this class</p> <p>Read Poster Presentation - Media Watch &amp; Analysis Instructions</p> <p>Read Stereotype Reduction Paper Instructions</p> <p><b>Assignments Due:</b></p> <p>Reflection Paper 6 on the question, "What has changed in you as a result of this class?"</p>
Week 10, 3/30 & 4/1	Spring Break	<b>No Class</b>
Week 11, 4/6	Accountability	<p><b>Reading Due:</b></p> <p>Course Reader: Pages 129-137 ("A conversation about accountability" from <i>Re-Authoring Lives</i> by Michael White)</p> <p><b>Assignments Due:</b></p> <p>In-Class Writing Assignment 9</p>

When	Topic	Notes
Week 11, 4/8	Appreciating Indigenous Knowledge in Groups	<p><b>Reading Due:</b></p> <p>Course Reader: Pages 139-148 ("Appreciating Indigenous Knowledge in Groups" from <i>Narrative Therapy in Practice</i> by Glen Silvester)</p> <p><b>Assignments Due:</b></p> <p>In-Class Writing Assignment 10</p>
Week 12, 4/13	Double Blind: Gabrielle	<p><b>Reading Due:</b></p> <p><i>Sight Unseen</i> Chapter 9</p> <p><b>Assignments Due:</b></p> <p>In-Class Writing Assignment 11</p> <p><b>REMINDER: INTERVIEW PAPER DUE ON 4/27/26</b></p>
Week 12, 4/15	Blind Citizenship Classes: The Mirror Does Not Reflect	<p><b>Reading Due:</b></p> <p><i>Sight Unseen</i> Chapter 10</p> <p><b>Assignments Due:</b></p> <p>Reflection Paper 7</p>
Week 13, 4/20	Not Seeing is Also Believing	<p><b>Reading Due:</b></p> <p><i>Sight Unseen</i> Chapter 11</p> <p><b>Assignments Due:</b></p> <p>Reflection Paper 8</p>
Week 13, 4/22	Moving From Problem Solving to Narrative Approaches in Mediation & Affirmative Action	<p><b>Reading Due:</b></p> <p>Course Reader: Pages 149-160 ("Moving from Problem Solving to Narrative Approaches in Mediation" from <i>Narrative Therapy in Practice</i> by John Winslade &amp; Alison Cotter)</p> <p>"10 Myths about Affirmative Action" (Canvas)</p> <p><b>Assignments Due:</b></p> <p>In-Class Writing Assignment 12</p>

When	Topic	Notes
Week 14, 4/27	Interview Paper	<p>Be ready to talk with your classmates on the topic of your interviews</p> <p><b>Assignments Due:</b></p> <p><b>INTERVIEW PAPER</b></p>
Week 14, 4/29	Posters Presentations	<p>Poster Presentations</p> <p><b>Assignments Due:</b></p> <p>Reflection Paper 9 on what the impacts of the interview paper were on you and your future attitude and behaviors towards "other" groups</p>
Week 15, 5/4	Posters Presentations	<p>Poster Presentations</p> <p><b>Assignments Due:</b></p> <p>Reflection Paper 10 on your favorite poster topic</p>
Week 15, 5/6	Poster Presentations	<p>Poster Presentations</p> <p><b>Assignments Due:</b></p> <p>Reflection Paper 11 on your favorite poster topic</p>
Week 16, 5/11	Poster Presentations	<p>Poster Presentations</p> <p><b>Assignments Due:</b></p> <p><b>STEREOTYPE REDUCTION PAPER</b></p>
Wednesday 05/13/2025 10:45 AM - 12:45 PM		Final Exam