

The Psychology of Prejudice

PSYC 191

Spring 2026 Section 80 Fully Online 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/15/2026

Contact Information

Instructor: Jason X. Ventura

Office Location: Dudley Moorhead Hall 352

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- Canvas Learning Management system
- Available by Zoom appointments
- **NOTE:** When contacting me by email, please put "PSYC 191" 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)

- Tuesdays: 10:30-11:30 AM (in-person & online)
- Wednesdays: 12:30-1:30 PM (online only)
 - Students DO NOT need to schedule an appointment during these days 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: Mondays and Wednesdays / 10:30 - 11:45 AM

Classroom: This is a fully online course and class sessions will be held on Zoom


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

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

Zoom Class Meetings/Discussions

- 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 \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](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

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, 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

***** 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 \(http://sjsu.instructure.com\)](http://sjsu.instructure.com). Students are responsible for regularly checking with the messaging system through <http://one.sjsu.edu> (<http://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>).

Instructional Mode and Course Structure: Fully online

This course will follow an **online format** using online delivery of instructional material which will entail reading the chapters from the prescribed text, and reading supplemental material provided by your Instructor. Class will meet online (through Zoom) on Mondays and Wednesdays. **ONLINE MEETINGS WILL NOT BE RECORDED.**

For purposes of clarity, the course schedule gives a detailed information of the material that will be covered throughout the semester.

Interactive activities will be completed online. Online interactive activities will be both at the individual level (e.g., taking exams), along with online group discussions. For this discussion, questions will be posted on the Canvas discussion board and will be followed by your instructor’s commentary.

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)
- 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.

Other technology requirements / equipment / material

- Regular access to a computer and 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>).
- 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/equipment/index.php) (<https://www.sjsu.edu/learnanywhere/equipment/index.php>) 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."

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

1. Examinations (30 pts each. 3 exams = 90 pts total)

There will be three open note exams, and they will consist of 30 multiple choice questions. Exams will be designed to measure your knowledge and understanding of the material discussed in lecture as well as your textbook. Due to the fact that exams are open note, study guides will not be provided, and 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.

On exam days, students are expected to log into Canvas at the beginning of our course. Students that do not start exams within the first ten minutes will automatically receive a ten-point deduction. Reason being, this creates an unfair advantage; students that begin late have more time to prepare than the rest of the class. In other words, all students begin the exam at the same time, and the instructor will monitor activity on Canvas.

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.**

2. Assignments

Each student will participate in assignments that will be organized around the spheres ('isms) which we are investigating in this class (i.e. race, gender, sexual orientation, abilities, and age).

a) Interview Assignment (40 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. Requirements will be presented at a later date.

b) Online discussions on Canvas – Discussion Questions (15 points each; 105 total points)

- Discussions are a requirement for this course, and "Discussion" assignments will be used for online discussion about real-world/class topics. Discussion questions encourages an online community where students can ask open-ended questions or curiosities, and apply them to real-world applications.

c) Film Analysis assignment (35 points) – Watch an international/social justice film and respond to a series of prompts based on Bloom's taxonomy and course theories.

d) Stereotype reduction paper (30 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.

IMPORTANT NOTES FOR ASSIGNMENTS:

Writing 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.

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.**

EXTRA CREDIT WILL BE AVAILABLE

Communication is key! 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 not be cumulative and will be based only on the material covered after exam two.

Exam #3: Wed, May 13 10:45 AM-12:45 PM

“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

Grading Information

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

Exams (30 points each)	90 total points (30%)
Interview assignment	40 points (13%)
Online discussions (15 points each)	105 total points (35%)
Stereotype reduction assignment	30 points (10%)
Film Analysis assignment	35 points(12%)

Total possible points:

Grading Scale: 300

A plus 293 and above	A 292 to 278	A minus 277 to 269
B plus 268 to 263	B 262 to 248	B minus 247 to 239
C plus 238 to 233	C 232 to 218	C minus 217 to 209
D plus 208 to 203	D 202 to 188	D minus 187 to 179
F less than 178		

"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) (<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

Psychology 191 (Sect.2) / Psychology of Prejudice, Spring 2024, TENTATIVE Course Schedule

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

***This course will follow a **hybrid format** using both a combination of in-class lecture (WSQ 207) and online delivery of instructional material (Zoom). Online and in-person classes will be specified in the course schedule.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/26	<p>TOPIC: Introduction to class, syllabus, and instructor</p>
1	1/28	<p>TOPIC: Overview of course (stereotypes, prejudice, and discrimination)</p> <p>READINGS: Read all of chapter 3</p> <p>ASSIGNMENT: Introduce first "Discussion" question</p>
2	2/2	<p>TOPIC: Due to technical difficulties, class ended early.</p> <p>READINGS: Continue reading all of chapter 3</p>

Week	Date	Topics, Readings, Assignments, Deadlines
2	2/4	<p>TOPIC: Central concepts, Historical Perspectives on Diversity in the United States, and introduce the self-concept.</p> <p>ASSIGNMENT: Introduce "Discussion" assignment #2</p> <p>READINGS: Continue reading all of chapter 3</p> <p>ASSIGNMENT DUE (before midnight): "Discussion" question #1</p>
3	2/9	<p>TOPIC: Introduce "Interview" assignment and continue self-concept lecture. Introduce attitude formation lecture.</p> <p>READINGS: Read all of chapter 5</p>
3	2/11	<p>TOPIC: Stereotype formation</p> <p>READINGS: Continue reading all of chapter 5</p> <p>ASSIGNMENT DUE (before midnight): "Discussion" question #2</p>

Week	Date	Topics, Readings, Assignments, Deadlines
4	2/16	<p>TOPIC: Stereotype formation</p> <p>READINGS: Continue reading all of chapter 5</p> <p>ASSIGNMENTS: "Discussion" question #3</p>
4	2/18	<p>TOPIC: Stereotype formation</p> <p>READINGS: Continue reading all of chapter 5</p>
5	2/23	<p>TOPIC: Stereotype formation</p> <p>ASSIGNMENT DUE: "Discussion" question #3</p> <p>READINGS: Read all of chapter 7</p>
5	2/25	<p>TOPIC: Stereotype formation</p> <p>READINGS: Read all of chapter 7</p>

Week	Date	Topics, Readings, Assignments, Deadlines
6	3/2	<p>TOPIC: Stereotype maintenance</p> <p>READINGS: Continue reading all of chapter 7</p>
6	3/4	<p>EXAM #1</p> <p>READINGS: Read pages 34-46 in chapter 2</p>
7	3/9	<p>TOPIC: Overview of "Film Analysis" assignment, and begin "Origins of prejudice"</p> <p>ASSIGNMENT DUE: "Interview" assignment</p> <p>READINGS: Finish reading pages 34-46 in chapter 2 and begin reading all of chapter 4</p>
7	3/11	<p>TOPIC: Continue "Origins of prejudice"</p> <p>ASSIGNMENT: "Discussion" question #4</p> <p>READINGS: Read all of chapter 4</p>

Week	Date	Topics, Readings, Assignments, Deadlines
8	3/16	<p>TOPIC: Affect in stereotyping</p> <p>READINGS: Read all of chapter 4</p>
8	3/18	<p>TOPIC: Cognition in Stereotyping</p> <p>ASSIGNMENT DUE: "Discussion" question #4</p> <p>READINGS: Read all of chapter 9</p>
9	3/23	<p>TOPIC: Prejudiced personality</p> <p>READINGS: Read all of chapter 9</p>
9	3/25	<p>TOPIC: Prejudiced personality</p> <p>READINGS: Use this week to catch up on previous reading assignments</p> <p>ASSIGNMENT: "Discussion" question #5</p>

Week	Date	Topics, Readings, Assignments, Deadlines
10	3/30	NO CLASS MEETING - SPRING RECESS
10	4/1	NO CLASS MEETING - SPRING RECESS
11	4/6	<p>TOPIC: + Intergroup Interactions Pitfalls and Promises</p> <p>READINGS: Use this week to catch up on previous reading assignments</p> <p>ASSIGNMENT DUE: "Film Analysis" assignment</p>
11	4/8	<p>EXAM #2</p> <p>ASSIGNMENT DUE: "Discussion" question #5</p> <p>READINGS: Chapter 10 pages 265-290</p>
12	4/13	<p>State of the class</p> <p>TOPIC: Old Fashion vs. Contemporary Theories of Racism and Processing differences</p> <p>READINGS: Continue reading Chapter 10 pages 265-290</p>

Week	Date	Topics, Readings, Assignments, Deadlines
12	4/15	<p>TOPIC: Processing differences and Discrimination</p> <p>READINGS: Read all of chapter 8</p> <p>ASSIGNMENT: "Discussion" question #6</p>
13	4/20	<p>TOPIC: Discrimination</p> <p>READINGS: Read all of chapter 8</p>
13	4/22	<p>TOPIC: Introduce "Stereotype Reduction" assignment and Discrimination</p> <p>READINGS: Read pages 147-163 in chapter 6 AND analyze chapter 13 (this chapter will be used for the "Stereotype Reduction" assignment).</p> <p>ASSIGNMENT DUE: "Discussion" question #6</p>

Week	Date	Topics, Readings, Assignments, Deadlines
14	4/27	<p>TOPIC: Discrimination</p> <p>ASSIGNMENT: "Discussion" question #7</p> <p>READINGS: Read pages 147-163 in chapter 6 AND analyze chapter 13 (this chapter will be used for the "Stereotype Reduction" assignment).</p>
14	4/29	<p>TOPIC: Discrimination</p> <p>READINGS: Read pages 147-163 in chapter 6 AND analyze chapter 13 (this chapter will be used for the "Stereotype Reduction" assignment).</p>
15	5/4	<p>TOPIC: Discrimination (cont.), ageism, and reducing prejudice</p> <p>ASSIGNMENT DUE: "Discussion" question #7</p> <p>READINGS: Read pages 147-163 in chapter 6 AND analyze chapter 13 (this chapter will be used for the "Stereotype Reduction" assignment)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
15	5/6	<p>TOPIC: Discrimination (cont.), ageism, and reducing prejudice</p> <p>READINGS: Read pages 147-163 in chapter 6 AND analyze chapter 13 (this chapter will be used for the "Stereotype Reduction" assignment)</p> <p>ASSIGNMENT DUE: "Stereotype Reduction" assignment</p>
16	5/11	<p>LAST DAY OF INSTRUCTION</p> <p>TBD</p>
Exam #3	5/20	<p>Wed, May 13 10:45 AM-12:45 PM</p>