

The Psychology of Prejudice

PSYC 191

Summer 2026 Section 80 Fully Online 3 Unit(s) 06/01/2026 to 07/02/2026 Modified 05/29/2026

Contact Information

The best way to contact me is via email @ desiree.ryan@sjsu.edu.

I will do my best to reply to emails within 48 hours, but response times may take longer at the beginning of the semester and during finals.

Office Hours: Tuesdays, 10:00 am - 11:30 am or by appointment via Zoom. Please use the link below to access office hours.

Office Hours Zoom Link: <https://sjsu.zoom.us/j/83108387199?pwd=DB99eu7iJl5NZRrjEsWX3SZy4MRdlI.1>

Course Information

This course is asynchronous and completely online. All information will be provided on the course's Canvas page.


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

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

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

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

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

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

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

Distribution of Lecture Notes and Other Course Materials: All materials in this course are the intellectual property of their creators. As a student, you have access to many of the materials in the course for the purpose of learning, engaging with your classmates, and completing assignments. You have a moral and legal obligation to respect the rights of others by only using course materials for purposes associated with the course. You are not permitted to share, upload, stream, sell, republish, share the login information for, or otherwise disseminate any of the course materials, including video and audio files, assignment prompts, slides, notes, syllabus, simulations, datasets, discussion threads.

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

Program Information

Welcome to this General Education course.

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

The General Education Program has three goals:

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

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

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

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

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)

Course Learning Outcomes (CLOs): Upon successful completion of the Psychology of Prejudice (Psyc 191) 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 and ethnic, gender, age, sexual orientation, etc.).

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

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

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

GE UD Area 4: Self, Society, and Equality in the U.S.

In UD 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. By exploring different perspectives and helping students articulate and discuss their own values, UD Area 4 courses prepare students to live and work responsibly and cooperatively in a multicultural society.

GE UD Area 4 Learning Outcomes

Upon successful completion of an UD 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.

Content

1. Courses shall focus on issues or present perspectives from different academic disciplines and include an integrative assignment appropriate to the course content.
2. Courses shall require students to apply basic skills (reading, writing, speaking, critical thinking, research, and mathematics/quantitative reasoning) gained in Core General Education courses.
3. Assignments must utilize library research and oral and written communication skills.
4. Courses shall promote reflective processes and critical analysis of the civic relevance and ethical dimensions of course topics.
5. Materials must include primary sources appropriate to the disciplinary approaches used in the course (Examples include, but are not limited to, original creative works, scholarly journal articles, interviews, oral histories, historical documents).

Writing requirement

The minimum writing requirement is 3,000 words in a language and style appropriate to the discipline.

Course Materials

Required Textbook: Understanding the Psychology of Diversity by Blaine. 4th Edition. ISBN: 9781544381091. (Digital)

Click [here](https://www.bkstr.com/sjsustore/course-materials-results?shopBy=course&divisionDisplayName=&departmentDisplayName=PSYC&courseDisplayName=191§ionDisplayName=80&programId=5387&termId=100094446) (<https://www.bkstr.com/sjsustore/course-materials-results?shopBy=course&divisionDisplayName=&departmentDisplayName=PSYC&courseDisplayName=191§ionDisplayName=80&programId=5387&termId=100094446>) to buy book from SJSU Bookstore.

Course Requirements and Assignments

How to Demonstrate Your Learning in this Course

Exams (x 2) – 22 pts each (44 pts in total)

To meet CLO #1 and CLO #2, you will take 2 exams on Canvas, using Lockdown Browser. Please ensure you download Lockdown Browser with plenty of time before the exam to troubleshoot issues with IT.

Standard exam rules apply (e.g., exams will be closed-note, closed-book, closed-AI). Exam questions may take the form of multiple choice, true/false, fill-in-the-blank, fill-in-multiple blanks, multiple answers, multiple drop-downs, matching, and short essay answer questions. Please see the course schedule for exam dates. Exam content may include PowerPoint slides/lecture material, textbook readings, and ALL Diversity Issues (not just the ones we analyze for Diversity Issue Write Up, but every single one in the textbook).

I will open the exam at 9 am on the exam date and leave it open for 48 hours. Once you open the exam, a timer will start (more information on how long you will have per exam forthcoming). Please ensure you are in a quiet environment with stable wifi before opening the exam. Once you've seen the exam, I cannot reopen it for you under any circumstances. If the wifi goes out, you cannot retake or reopen the exam. You have to take a zero on the exam, and we will discuss your options moving forward during office hours.

Diversity Issue Write-Ups – 3 pts each (51 pts in total)

Diversity Issue write-ups are brief writing exercises (minimum of 250 words, max 275 words, double-spaced, 12-point font) designed to help you critically evaluate course content, apply psychological concepts to real-world examples, and connect the course material to psychological research.

For each Diversity Issue Write-Up (see course schedule for issues you will analyze and submission deadline), you will read the assigned excerpt and write an analysis connecting the content in the excerpt to a social issue, current event, media trend, or social media trend. Your goal is to demonstrate your understanding of the psychological concept discussed in the reading and apply it to examples from the real world.

For example, your first Diversity Issue focuses on hypodescent and includes a discussion of media coverage of Meghan Markle, Duchess of Sussex. For this assignment, you might locate media articles discussing Meghan Markle and analyze how the coverage reflects concepts from the reading (e.g., media framing drawing on anti-Black racist stereotypes). You should provide specific examples from the news article and explain how they relate to hypodescent. You may also include additional examples that demonstrate your understanding of the concept. For instance, you might discuss how Barack Obama, who has one Black parent and one white parent, is often categorized as Black and not bi-racial, and explain how this relates to hypodescent.

In addition, you must find and incorporate at least one peer-reviewed psychology research article (PsycINFO is a great place to find your article) that relates to your analysis. Be sure to explain how the research supports your analysis. You must include a complete APA citation for the article you find so that I can review your source.

All write-ups will be submitted to Turn-it-In via Canvas so they can be run through the University-backed AI-checker. Please DO NOT use AI at ANY stage in this course and on these assignments. All assignments that read as AI and/or are flagged as AI will be given an F, and you may fail the course overall.

Please carefully proofread your work– typos and organizational issues that make it difficult for me to understand your writing may result in lower scores. I will provide feedback on your write-ups in Canvas, which may include sentence-level suggestions that are intended to help strengthen writing skills and clarity. Please read my comments, as you must incorporate suggestions on future entries.

Each write-up is worth 3 points. Only 17 out of 20 write-ups are required, so you should plan to skip the weeks where your schedule is particularly full, or bank them in case you fall ill. Diversity Issue Write-Ups satisfy CLOs #3 and #4.

Two Introduction Assignments – 5 pts in total

Introduction Discussion Post (2 pts): To get to know one another a bit better, please post a brief introduction in the Discussion Thread titled “Introductions.” Let us know information you are comfortable sharing (e.g., name and pronouns, major, year in school, hobbies, summer plans, career goals, social issues or causes you care about, what you hope to learn in this course, post-college plans, professional goals).

This is not mandatory, but it would be kind and welcoming if you replied to a few of your classmates' posts.

AI policy Quiz (3 pts): To ensure you are fully aware of my AI policy, you will complete an AI Policy Quiz. The consequences of using AI in this course are serious, so I would like us to be on the same page regarding my policy (i.e., use of AI tools is strictly prohibited in this course). My job is to assist you in the development of your critical thinking skills, writing organization, sentence construction, and paper writing. These skills are not a means to an end (i.e., receiving an A in the course) but are about your development as a student and academic. I cannot assist AI writing, and I cannot grade AI writing. For a

fully online course to be effective in educating you, I will take any AI-policy violation with the utmost seriousness. You will demonstrate your understanding of this policy via the AI Policy Quiz. You can retake the quiz as many times as you need to get 100%.

✓ Grading Information

Grading Breakdown:

93-100% A	87-89% B+	80-82% B-	70-76% C
90-92% A-	83-86% B	77-79% C+	60-69% D

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

Week	Date	Lecture Topic and Readings	Due Date
Week 1	Mon, June 1- Sun, June 7	Welcome & Course Overview	1. Understanding of AI policy Quiz, Due 6/3, 11:59pm
		Chapter 1 Introduction To The Psychology Of Diversity	2. Diversity Issue 1.1: Hypodescent, Due 6/3, 11:59pm 3. Diversity Issue 2.2: Positive Stereotypes and Their Consequences, Due 6/3, 11:59pm
		Chapter 2 Categorization And Stereotyping: Cognitive Processes That Shape Perceived Diversity	4. Diversity Issue 2.1: Profiling, Due 6/7, 11:59pm
		Chapter 3 Stereotypes Expressed: Social Processes That Shape Diversity	5. Diversity Issue 3.1: Accents, Due 6/7, 11:59pm

Week 2	Mon, June 8-Sun, June 14	Chapter 4 Prejudice: Evaluating Social Difference	<p>6. Diversity Issue 4.1: Hate Crime, Due 6/10, 11:59pm</p> <p>7. Diversity Issue 4.3: Anti-Immigrant Prejudice, Due 6/10, 11:59pm</p> <p>8. Diversity Issue 4.4: Classism, Due 6/10, 11:59pm</p>
		Chapter 5 Racial Stereotypes And Racism	9. Diversity Issue 5.2: Racial Microaggressions, Due 6/14, 11:59pm
		Chapter 6 Gender Stereotypes And Sexism	10. Diversity Issue 6.1: The Gender Pay Gap, Due 6/14, 11:59pm
			MIDTERM, DUE 6/14, 11:59pm
Week 3	Mon, June 15-Sun, June 21	Chapter 7 Sex Stereotypes And Heterosexism	<p>11. Diversity Issue 7.1: HIV/AIDS-Related Prejudice, Due 6/17, 11:59pm</p> <p>12. Diversity Issue 7.2: Gay Parenting, Due 6/17, 11:59pm</p>
		Chapter 8 Obesity Stereotypes And Weightism	<p>13. Diversity Issue 8.1: Lookism, Due 6/21, 11:59pm</p> <p>14. Diversity Issue 8.4: Does Fat Shaming Lead to Weight Loss?, Due 6/21, 11:59pm</p>
		Chapter 9 Age Stereotypes And Ageism	15. Diversity Issue 9.3: Elder Abuse, Due 6/21, 11:59pm
Week 4	Mon, June 22- Sun, June 28	Chapter 10 Social Stigma: The Experience Of Prejudice	<p>16. Diversity Issue 10.1: Mental Illness Stigma, Due 6/24, 11:59pm</p> <p>17. Diversity Issue 10.2: Multiple Stigmatized Identities, Due 6/24, 11:59pm</p> <p>18. Diversity Issue 10.3: Ableism, Due 6/24, 11:59pm</p>
		Chapter 11 Coping With Social Stigma	19. Diversity Issue 11.3: Creating Diversity in STEM, Due 6/28, 11:59pm
		Chapter 12 Responding To Social Inequality: Behavioral And Cognitive Interventions For Reducing Prejudice	20. Diversity Issue 12.2: Stereotype Rebound, Due 6/28, 11:59pm

Week 5	Mon, June 29- Thurs, July 2		FINAL DUE 7/2, 11:59pm