

PSYCH 34 Course Outline as of Fall 2010**CATALOG INFORMATION**

Dept and Nbr: PSYCH 34 Title: PREJUDICE/DISCRIMINATION

Full Title: The Psychology of Prejudice and Discrimination

Last Reviewed: 12/12/2016

Units	Course Hours per Week		Nbr of Weeks		Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:

This course examines systems of privilege, oppression, and institutionalized discrimination that influence and help maintain racism, sexism, heterosexism, and classism and their psychological consequences. Major emphases of study will be on Native American, African American, Latino(a), and Asian American populations.

Prerequisites/Corequisites:**Recommended Preparation:**

Eligibility for ENGL 1A or equivalent

Limits on Enrollment:**Schedule of Classes Information:**

Description: This course examines systems of privilege, oppression, and institutionalized discrimination that influence and help maintain racism, sexism, heterosexism, and classism and their psychological consequences. Major emphases of study will be on Native American, African American, Latino(a), and Asian American populations. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A or equivalent

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
	D	Social and Behavioral Sciences	Fall 1981
	G	American Cultures/Ethnic Studies	

CSU GE:	Transfer Area	Effective:	Inactive:
	E	Lifelong Learning and Self Development	Fall 1981

IGETC:	Transfer Area	Effective:	Inactive:
	4	Social and Behavioral Science	Fall 1981
	4I	Psychology	

CSU Transfer:	Transferable	Effective:	Fall 1981	Inactive:
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UC Transfer:	Transferable	Effective:	Fall 1981	Inactive:
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CID:

CID Descriptor: SOCI 150 Introduction to Race and Ethnicity

SRJC Equivalent Course(s): PSYCH34 OR SOC30

Certificate/Major Applicable:

Both Certificate and Major Applicable

COURSE CONTENT

Outcomes and Objectives:

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

1. Examine the history of racial formations and social construction.
2. Evaluate major psychological theories on privilege, prejudice, and discrimination.
3. Distinguish what elements of social structure work to maintain systems of stratification based on constructions of difference.
4. Define and analyze the dimensions of racism, sexism, heterosexism, and classism.
5. Recognize patterns of ethnic relations, such as assimilation and pluralism.
6. Evaluate the systemic relationship between social class and ethnicity.
7. Examine the relationship of gender-based stereotypes to heterosexism.
8. Analyze patriarchy and the system of sexism.
9. Compare the consequences of racism, sexism, heterosexism, and classism on Native American, African American, Latino (a), and Asian American populations.
10. Identify ways to bridge differences, dismantle systems of oppression, and become agents of change.

Topics and Scope:

I. Introduction of Concepts

- A. Distinguish between prejudice, discrimination, and oppression

- B. Definitions and terms
- C. Classification and categorization

II. Psychological Research and Theories on Privilege, Prejudice, and Discrimination

- A. Peter Rose's "Nature of Prejudice and Patterns of Discrimination" research
- B. Peggy McIntosh's "White Privilege" theory
- C. Ronald Takaki's multicultural research on difference
- D. Intergroup relations theory

III. The Social Construction of Difference

- A. Berger and Luckman's "Construction" theory
- B. Michel Foucault "Social Construction Transformation" theory
- C. Perception and recall or social information
- D. Origins, transmission, and maintenance of stereotypic beliefs

IV. Common Elements of Oppression: Domination and Subordination

- A. Authoritarianism, social dominance orientation, and empathy
- B. Social ideologies (i.e., religion and political orientation)
- C. Social dominance orientation
- D. Internalized dominance and subordination

V. Systemic Oppression and Racism

- A. Lillian Roybal Rose's "Systematic Oppression" theory
- B. Gloria Yamato's theory on "Naming Racism"
- C. Marilyn Fry's "Double-Bind Oppression" theory

VI. White Privilege, Oppression, and Difference

- A. Systems of privilege
- B. White benefits and middle class privilege
- C. Cost of racism to white people
- D. Becoming allies

VII. Social Class and Inequality

- A. Class consciousness
- B. Ethnicity and social class
- C. Feminism and class power
- D. Class hierarchy

VIII. Patriarchy: The System of Sexism

- A. Development of gender-based prejudice
- B. Systems of patriarchy
- C. Feminism and patriarchal domination
- D. Masculinity and dominance

IX. Gay, Lesbian, Bisexual and Transgender Experience

- A. Homophobia
- B. Anti-gay stereotypes
- C. Bias attitudes, prejudice, and oppression

X. Native American Experience

- A. Stereotyping, values, and social structure
- B. Pan-Indianism

- C. Relocation and assimilation
- D. Reservation and urban Indians

XI. African American Experience

- A. Slavery and institutionalized racism
- B. Stereotyping and segregation
- C. Immigration patterns and cultural adjustment
- D. West Indian and Black American assimilation

XII. Latino/Mexican American Experience

- A. Cultural attributes and differentiation
- B. Stereotyping and bias attitudes
- C. Immigration and racism
- D. Chicano, Puerto Ricans, Cubans, Caribbean, Central & South Americans

XIII. Asian American Experience

- A. Model-minority stereotype
- B. Cultural attributes and differentiation
- C. East and Southeast Asians
- D. West Asian and Middle Eastern Americans

XIV. Interrupting the Cycle of Oppression: Becoming Allies & Embracing Difference

- A. Stereotype suppression
- B. Effectiveness of intergroup contact
- C. Educational and workplace intervention
- D. Valuing and managing diversity

Assignment:

1. Read approximately 25-35 pages per week and discuss assigned material from the textbook and supplements.
2. One to three writing assignments including an interview analysis or research paper.
3. One to three midterm exams and/or project and a final examination/project.
4. Optional assignments may include journal writing, portfolio, or projects for the purpose of learning research skills, enhancing course knowledge, and improving writing skills.
5. Oral presentations and/or group projects may also be assigned.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, term, interview, or research papers; journals. A minimum of 1,000 words for the course	Writing 10 - 25%
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Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None	Problem solving 0 - 0%
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Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations
0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

Midterm exams and final or portfolio for examination purposes

Exams
75 - 90%

Other: Includes any assessment tools that do not logically fit into the above categories.

Class discussion that may include group projects and oral presentations

Other Category
0 - 15%

Representative Textbooks and Materials:

Experiencing Race, Class, and Gender in the United States. Fiske-Rusciano, Roberta. McGraw Hill: 2009.

The Meaning of Difference: American Constructions of Race, Sex and Gender, Social Class, Sexual Orientation, and Disability. Rosenblum, Karen E. and Travis, Toni-Mihelle C. McGraw Hill: 2008.

The Psychology of Prejudice and Discrimination. Whitley Jr., Bernard E and Kite, Mary E. Thomson and Wadsworth: 2008.

Race and Ethnic Relations: American and Global Perspectives. Marger, Martin N. Wadsworth: 2009.

Racism and Sexism: An Integrated Study. Rothenberg, Paula S. St Martin's Press: 2009.

The Social Construction of Difference and Inequality: Race, Class, Gender, and Sexuality. Ore, Tracy E. McGraw Hill: 2009.