PSYCH 34 Course Outline as of Fall 2017

CATALOG INFORMATION

Dept and Nbr: PSYCH 34 Title: PREJUDICE/DISCRIMINATION
Full Title: The Psychology of Prejudice and Discrimination
Last Reviewed: 10/9/2023

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 perceptions of race, gender, sexual orientation, class, and their psychological consequences. Racism, sexism, heterosexism, and classism are the major areas addressed with an emphasis on Native, African, Mexican/Latino, and Asian/Pacific Island American populations. Social movements organized within and among racial and ethnic groups that address institutional inequalities in U.S. society will also be analyzed.

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 perceptions of race, gender, sexual orientation, class, and their psychological consequences. Racism, sexism, heterosexism, and classism are the

major areas addressed with an emphasis on Native, African, Mexican/Latino, and Asian/Pacific Island American populations. Social movements organized within and among racial and ethnic groups that address institutional inequalities in U.S. society will also be analyzed. (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 2025	
	G	American Cultures/Ethnic Studies		
	L4	Social and Behavioral Sciences		
	L8	Student Success and Wellness		
	D	Social and Behavioral Sciences	Fall 1981	Fall 2025
	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:
UC Transfer:	Transferable	Effective:	Fall 1981	Inactive:

CID:

CID Descriptor:	SOCI 150 Introduction to Race and Ethnicity
SRJC Equivalent Course(s):	PSYC34 OR SOC30

Certificate/Major Applicable:
Both Certificate and Major Applicable

COURSE CONTENT

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Explain the historical and current realities of privilege and oppression, with members of the dominant culture and with members of oppressed groups, in order to demonstrate an understanding of the psychological consequences of both.
2. Analyze the theoretical concepts of social construction and social dominance as an explanation for discrimination and oppression.

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, Mexican/Latino, and Asian/Pacific Island 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
   D. Derald Wing Sue's theory on "Microaggressions"
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/Pacific Island 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 35-70 pages per week and discuss assigned material from the textbook and supplements.
2. One to three writing assignments (minimum of 1,250 words total).
3. One to three midterm exams and a final examination.
4. 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.

Writing assignments (minimum of 1250 words)	Writing 10 - 35%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None	Problem solving 0 - 0%

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	Exams 65 - 80%

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

Group projects and oral presentations	Other Category 0 - 10%

Representative Textbooks and Materials:
The Meaning of Difference: American Constructions of Race, Sex and Gender, Social Class, Sexual Orientation, and Disability. 7th ed. Rosenblum, Karen and Travis, Toni-Michelle. McGraw Hill. 2015
The Psychology of Prejudice and Discrimination. 3rd ed. Whitley Jr., Bernard and Kite, Mary. Routledge. 2016
Race, Class, and Gender in the United States: An Integrated Study. 10th ed. Rothenberg, Paula. Worth Publishers. 2016