

## **Psychology of Prejudice and Discrimination**

Psychology 34 (Section 7001)

Spring 2020 Semester Syllabus

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**Office:** Emeritus 1689 (or in Emeritus 1592 before class)

**Office Hours:** Wednesday 5pm to 6pm (additional days/times as scheduled)

**Course Description:** The Psychology of Prejudice and Discrimination examines systems of privilege, oppression, and institutionalized discrimination that influence and help maintain racism, sexism, heterosexism, and classism and their psychological consequences on the individual and society. Major emphasis of study will be on Native American, African American, Latinx Americans, Asian American, and Middle-Eastern American populations.

**Student Learning Outcomes:** Upon completion of this course, students will 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.
3. Utilize empathic listening, open-ended questions, genuine and authentic curiosity in building a better understanding of the cultural realities and life experiences of those from different and similar cultures.
4. Illustrate greater awareness about one's own culture-bound perceptions, assumptions, and experiences, including the effects of privilege and oppression.

**Diversity:** Human diversity is what makes the science of psychology so fun and interesting, therefore we will use the diversity of the class to enrich the student's understanding of basic psychology concepts. Having mutual respect, empathy, and understanding of our differences is a core foundation in psychology. Learning and applauding what makes each individual unique will be a constant conversation throughout the course.

**Required Textbook:** “Race, Class, and Gender in the United States,” 11<sup>th</sup> Edition by Paula Rothenberg with Christina Hsu Accomando. Printed text books are available for purchase in the SRJC Bookstore or online. A printed copy is also available on reserve in the Doyle Library (call#: HT1521.R335 2016). Please remember to bring your student identification to check-out the book.

**Class Expectations:** Students are expected to come to every class prepared, which means all required reading and assignments are completed prior to class and students are ready to participate in active class discussion. Student questions and comments are always encouraged, and as time permits, I will ensure lively class conversations. Class attendance is expected and grading will incorporate attendance. Any student who receives 4 unexcused absences may be dropped from the course. Students experiencing illness, injury, or legitimate family crisis or loss, with appropriate documentation, may receive an excused absence. Every student is expected to practice academic integrity and honesty, and while it may be tempting to cheat, plagiarize, or impersonate, it is not worth it! All students will be held to the SRJC Student Conduct Standards and may face disciplinary actions if found guilty, which could jeopardize your future academic opportunities.

**Classroom Behavior Agreements:**

- ❖ Respect- Treat your fellow classmates as you want to be treated and this includes verbal language, tone of voice, body language, and facial expressions
- ❖ Cell Phones- Absolutely no use! All electronics are to be turned to silent during class hours (except for devices to assist students with disabilities)- May be used during breaks ONLY
- ❖ Timeliness- Arrive to class on time and remain for the duration of the class. If you must leave early, notify the Instructor before class and sit near the door. Students needing to leave class early on a regular basis may earn an unexcused absence
- ❖ Active Participation- Be willing to take a risk and raise your hand to participate in relevant class discussions. Participation also includes active listening- it’s amazing what you can learn from listening to others before you speak!

**Class Attendance and Participation:** Students have the opportunity to earn 20 points for class attendance and participation and can earn full points with 4 absences. More than 4 absences will result in loss of the full 20 points. Perfect attendance will result in earning 10 extra credit points-

you paid for the class, why not show up! Students arriving tardy 2 or more times or leaving class early 2 or more times will accrue 1 absence.

**Accommodation Needs:** Students needing disability related accommodations for this class must provide the Authorization for Academic Accommodations (AAA letter) from the Disability Resources Department before the first scheduled assignment, quiz, or exam.

**Weekly Reading Assignments:** It is expected that weekly reading assignments will be read and completed before the weekly class meeting for class discussions.

**Journal Entries:** There will be a total of 12 journal entries that will be worth 5 points per entry. Journal entries will be written during class, compiled in a separate notebook, and will be handed in to the Instructor as requested.

**Current Event Group Presentation:** There will be a total of 6 group presentations and focus of the presentations will be incorporating class material with current events. Current Event Group Presentation outline will be handed out by Instructor.

**Quizzes:** There will be 5 total quizzes. Each quiz will consist of 5 questions (2 points each), and will be a combination of fill-in the blank, true/false, and/or matching. All quizzes are submitted to the Instructor by 11:59pm on the Sunday following class meeting date using Canvas.

**Reading Response Papers:** There will be a total of 5 reading response papers written to give students an opportunity to incorporate course material with personal experiences and life events to enhance understanding of the material. Papers will be written in essay style and 750-word maximum (one full page minimum). Papers will be submitted to the Instructor by 11:59pm on the Sunday following class meeting date using Canvas.

**Exams:** There will be a total of 2 exams. Exams will consist of fill-in the blank, true/false, matching, short answer, and essay questions. Exams are completed directly into Canvas and are due by 9:00pm on due date. NO make-ups. Late submissions will result in point reduction.

**Final Paper/Presentation:** Personal Exploration of Prejudice & Discrimination Final Paper. Paper length will be 3-pages minimum and 5-pages maximum. Paper format will be in APA. Student will use a minimum of 3 references (separate from textbook) including an interview of someone from your family of origin or personal network. Paper will be due submitted into Canvas by 6pm on due date. A detailed outline will be provided by Instructor. A presentation of your final paper will be 3-5 minutes in length and will include use of a visual to demonstrate your information: PowerPoint, photo collage, self-made video, music, hand-made crafts, poster boards, video of your interview, etc. A detailed outline will be provided by Instructor.

### **American Psychological Association (APA) Writing Requirements**

- Typed, 12-point font (Times New Roman), double-spaced, one-inch margins
- Running header and page numbers in the upper right-hand corner on each page
- Title page (Centered: Paper Title, Student Name, Semester, Instructor Name)

**Extra Credit:** Students will have the option of earning up to 20 extra credit points throughout the semester by attending events and writing a one-page response paper. Details for extra credit will be announced by the instructor.

### **Grading:**

Attendance and Participation	20 points
Quizzes (5 @ 10 points each)	50 points
Journal Entries (12 @ 5 points each)	60 points
Reading Response Papers (5 @ 20 points each)	100 points
Current Event Group Presentation	20 points
Exams (2 @ 75 points each)	150 points
Final Paper (75points)/Presentation (25points)	<u>100 points</u>
Total Points Available	500 points

Final class grade is based on the percentage of points you earn divided by 500 points.

A=90%-100%, B=80%-89%, C=70%-79%, D=60%-69%, F=0-59%

## Lecture and Reading Outline:

<b>Class #1</b>
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<b>January 22<sup>nd</sup></b>
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### **Introduction to Social Construction**

Introductions, class learning agreements, and class expectations

“The Social Construction of Difference”

Pgs. 5-9

“What Race Isn’t: Teaching About Racism”- Morales

Pgs. 11-13

“Racial Formations”- Omni & Winant

Pgs. 14-20

<b>Class #2</b>
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<b>January 29<sup>th</sup></b>
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### **Social Construction (continued)**

Review class learning agreements, name game, and current event groups

“Derailing Rebellion- Inventing White Privilege”- Buck

Pgs. 24-28

“Self-Fulfilling Stereotypes”- Snyder

Pgs. 594-599

“Institutions and Ideologies”- Parenti

Pgs. 608-613

Journal Entry (1)

<b>Class #3</b>
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<b>February 5<sup>th</sup></b>
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### **Domination, Subordination, and Oppression**

“Disability and the Justification of Inequality...”- Baynton

Pgs. 86-93

“Domination and Subordination”- Miller

Pgs. 95-100

“My Class Didn’t Trump My Race”- DiAngelo

Pgs. 189-195

Journal Entry (2)

Quiz (1)

<b>Class #4</b>
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<b>February 12<sup>th</sup></b>
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### **White Privilege and Racism**

“Defining Racism...”- Tatum

Pgs. 111-117

“Beyond Hate: Strategic Racism”- Lopez

Pgs. 123-129

“Color-Blind Racism”- Bonilla Silva

Pgs. 131-137

“White Privilege”- McIntosh

Pgs. 184-188

Journal Entry (3)

Reading Response Paper (1)

Current Event Group Presentation (1)

<b>Class #5</b>
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<b>February 19<sup>th</sup></b>
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**Social Psychology**

Schemas, attitudes, group behavior, and micro-aggression

Implicit bias in stereotyping and prejudice

Journal Entry (4)

<b>Class #6</b>
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<b>February 26<sup>th</sup></b>
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**Class and Inequity**

“Imagine a Country”- Sklar Pgs. 353-361

“A Question of Class”- Allison Pgs. 364-373

“Class in America”- Mantsios Pgs. 166-180

“The Economics of Race, Class, and Gender” Pgs. 349-351

“The Making of the American 99%...”- Ehrenreich & Ehrenreich Pgs. 380-383

Journal Entry (5)

Quiz (2)

Current Event Group Presentation (2)

<b>Class #7</b>
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<b>March 4<sup>th</sup></b>
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**Patriarchy and Sexism**

“Night to his day”- Lorber Pgs. 40-46

“Homophobia As A Wepon of Sexism”- Pharr Pgs. 157-165

“Roe v. Wade (1973)” Pgs. 568-570

“Age, Race, Class, and Sex”- Lorde Pgs. 685-691

“Feminism”- Hooks Pgs. 692-698

Journal Entry (6)

Reading Response Paper (2)

Current Event Group Presentation (3)

<b>Class #8</b>	<b>March 11<sup>th</sup></b>
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\*\*\*\*\* NO FACE-TO-FACE CLASS MEETING \*\*\*\*\*

**Exam 1 DUE SUBMITTED IN CANVAS BY 9PM**

<b>Class #9</b>	<b>March 18<sup>th</sup></b>
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\*\*\*\*\*SPRING BREAK – NO CLASS MEETING\*\*\*\*\*

<b>Class #10</b>	<b>March 25<sup>th</sup></b>
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**Heterosexism and Homophobia**

“The Invention of Heterosexuality”- Katz	Pgs. 48-57
“Masculinity as Homophobia”- Kimmel	Pgs. 58-68
“Transgender Feminism”-Stryker	Pgs. 76-81
“The Ghosts of Stonewall”- Mogul, Ritchie, & Whitlak	Pgs. 303-307
“The Transgender Crucible”- Erdely	Pgs. 309-317
Current Event Group Presentation (4)	

<b>Class #11</b>	<b>April 1<sup>st</sup></b>
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**Native Americans**

“Discrimination in Everyday Life”	Pgs. 267-270
“Civilize Them with a Stick”- Brave Bird & Erdoes	Pgs. 453-456
“Lying to Children About the CA Missions...”- Miranda	Pgs. 457-459
“Indian Tribes- A Quest for Survival”	Pgs. 513-517
“Cowboys and Indians...”- Yellow Bird	Pgs. 630-638
History- Federal Policies and California	
Indigenous Geographic Map/California Native Map	
Journal Entry (7)	
Quiz (3)	

<b>Class #12</b>	<b>April 8<sup>th</sup></b>
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**Latinx Americans**

“Los Intersticios”- Alsultany	Pgs. 147-148
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“Undocumented: How Immigration Became Illegal”- Chomsky	Pgs. 224-234
“For Many Latinos, Racial Identity is More Culture”- Navarro	Pgs. 247-259
“La Guera”- Moraga	Pgs. 446-452
“Crossing the Border Without Losing Your Past”- Casares	Pgs. 470-471
Journal Entry (8)	
Reading Response Paper (3)	
Current Event Group Presentation (5)	

### **Class #13**

**April 15<sup>th</sup>**

#### **African Americans**

“Black Ethnics”- Greer	Pgs. 251-255
“The New Jim Crow...”- Alexander	Pgs. 286-292
“Living While Black...”- Lockhart	Pgs. 294-299
“Why America’s Schools Have a Money Problem”- NPR	Pgs. 416-420
“An Act for the Better Ordering..”	Pgs. 519-523
“The Emancipation Proclamation”- Lincoln	Pgs. 538-539
“South Carolina Black Codes (1865)	Pgs. 542-546
Journal Entry (9)	
Quiz (4)	
Current Event Group Presentation (6)	

### **Class #14**

**April 22<sup>nd</sup>**

#### **Asian Americans & Middle Eastern Americans**

“Racial Restrictions in the Law of Citizenship”- Lopez	Pgs. 206-211
“How Does it Feel to be a Problem?”- Bayoumi	Pgs. 239-243
“Cookies”- Phi	Pg. 244
“The Myth of the Model Minority”- Thrupkaew	Pgs. 258-264
“Healing the Trauma of Post 9/11 Racism...”- Singh	Pgs. 344-346
“Then Came the War”- Kochiyama	Pgs. 460-467
“The Chinese Exclusion Act (1882)	Pgs. 550-552
“US v. Bhagat Singh (1923)	Pgs. 560-563



Journal Entry (10)

Reading Response Paper (4)

<b>Class #15</b>	<b>April 29<sup>th</sup></b>
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**Social Change and Being Change Agents**

“The Problem: Discrimination”- US Commission on Civil Rights

Pgs. 272-278

“A Herstory of the #Black Lives Matter Movement”- Garza

Pgs. 718-722

“The Me Too Movement...:- Burke

Pgs. 723-726

Journal Entry (11)

Reading Response Paper (5)

<b>Class #16</b>	<b>May 6<sup>th</sup></b>
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\*\*\*\* NO FACE-TO-FACE CLASS MEETING \*\*\*\*

Exam 2

**DUE SUBMITTED INTO CANVAS BY 9PM**

<b>Class #17</b>	<b>May 13<sup>th</sup></b>
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**Social Change and Being Change Agents (Continued)**

“Social Change- Revisioning the Future...”

Pgs. 679-683

“Interrupting the Cycle of Oppression”- Ayvazian

Pgs. 707-712

“From Oppressor to Activist...”- Taneja

Pgs. 699-706

Journal Entry (12)- \*\*\*\***ALL JOURNAL ENTRIES DUE**\*\*\*\*

Quiz (5)

<b>Class #18</b>	<b>May 20<sup>th</sup></b>
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Final Paper Submitted in Canvas by 6pm

Final Paper Presentations During Class (6pm-9pm)

This syllabus is an agreement between the student and Instructor and by enrolling in this course, the student agrees to everything outlined in this syllabus. This syllabus is intended to be a guideline for this particular course so the student is aware of expectations for the course, in the classroom, and by the Instructor.

The Instructor reserves the right to modify this syllabus at the Instructor’s discretion.